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Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140040 P015B140040

The Florida International Univ/Trustees

LAC

OMB Number: 4040-0004

Expiration Date: 8/31/2016

Application for Federal Assistance SF-424*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):***** Other (Specify):***** 3. Date Received:****4. Applicant Identifier:****5a. Federal Entity Identifier:****5b. Federal Award Identifier:****State Use Only:****6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:***** a. Legal Name:** The Florida International University Board of Trustees*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

65-0177616

*** c. Organizational DUNS:**

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County/Parish:*** State:**

FL: Florida

Province:*** Country:**

USA: UNITED STATES

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33199-0001

e. Organizational Unit:**Department Name:**

Latin American and Caribbean C

Division Name:**f. Name and contact information of person to be contacted on matters involving this application:****Prefix:**

Dr.

*** First Name:**

Francisco

Middle Name:*** Last Name:**

Mora

Suffix:**Title:** Director, Latin American and Caribbean Center**Organizational Affiliation:***** Telephone Number:** 305-348-2894**Fax Number:** 305-348-3593*** Email:** moraf@fiu.edu

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A and B

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and 002

*** Title:**

Office of Postsecondary Education (OPE):National Resource Centers Program
CFDA Number 84.015A
Office of Postsecondary Education (OPE):Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Centers and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

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17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,517,384.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,517,384.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email:

Signature of Authorized Representative:

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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* Faculty biographical percentages represent faculty scholarly activity dedicated to LAS courses, research and/or service.

Latin American and Caribbean Center at Florida International University

Abstract

Overview: The Latin American and Caribbean Center (LACC) at Florida International University (FIU) takes full advantage of its location in Miami—the gateway to Latin America—where hemispheric policy and academic/intellectual, private sector and media debates converge. Leveraging its unique geographic position and its Title V designation, LACC’s mission is to provide high-quality programming in undergraduate and graduate instruction, ambitious foreign language/area studies training, innovative K-12 outreach and effective capacity-building training for its constituents, and especially minorities. As a public university with minority enrollments comprising 85% of FIU’s 52,000 students (61% Hispanic and reflecting national origins from every country in the hemisphere), no university is better positioned to serve US areas of national need. A Master’s degree and five undergrad/grad certificates are offered in Latin American and Caribbean Studies at FIU, and Foreign Languages Across the Curriculum (FLAC) programming is a unique strength of FIU; area studies courses, certificates and degrees are offered in English and Spanish. With 228 faculty affiliates across disciplines and professional schools (among the largest in the country), LACC offers impressive breadth and depth of courses, cutting-edge research opportunities, access to unique library holdings, innovative outreach, and targeted training to benefit students, teachers and members of the media, private sector, and government. Furthermore, LACC’s extensive networks provide extremely valuable opportunities for international exchange, applied study, job training and career placement.

Proposed Activities and Impact: All proposed grant activities fall into five critical areas and respond to NRC/FLAS absolute and competitive priorities, with particular attention to growth, sustainability, evaluation and long-term impact. They are designed to:

- enhance training and outreach collaboration with K-12 schools and post-secondary minority-serving institutions (Title III/V) designed to address unique demands, improve the quality of instruction of foreign languages and area studies, as well as expand advanced specialization in technical fields;
- expand course offerings to deepen knowledge base of FIU and non-FIU students in area studies and foreign languages/LCTLs and expand research/internship opportunities related to the Latin American and Caribbean to prepare students for successful careers in areas of critical national shortage, such as education, STEM, and public service;
- intensify collaboration with professional schools, especially the College of Education, to promote further integration of Latin American and Caribbean area studies and foreign language training into the professions in an effort to ensure that pre-service teachers and pre-professionals will be equipped to effectively serve current and future needs of the US as the nation’s next generation of leaders.
- increase support for the financially disadvantaged and create pathways to success for under-served populations;
- inform the general public about issues affecting the hemisphere through special programs, focused media initiatives, cultural events and other activities

Acronyms

ACTFL-OPI: American Council on the Teaching of Foreign Languages Oral Proficiency Interview

CIBER: Center for International Business Education and Research

CLASP: Consortium for Latin American Studies Programs

CRI: Cuban Research Institute

dLOC: Digital Library of the Caribbean

DRR: Disaster Relief and Response

FIU: Florida International University

FLAC: Foreign Languages across the Curriculum

FTBG: Fairchild Tropical Botanic Garden

GLOWS: Global Water for Sustainability Program

LAC: Latin American and Caribbean

LACC: Latin American and Caribbean Center

LACIC: Latin American and Caribbean Information Center (FIU Libraries)

LRC: Language Resource Center

LCTL: Less Commonly Taught Language

MDC: Miami Dade College

MDCPS: Miami Dade County Public Schools

MERCOSUR: South American Common Market

MSI: Minority-Serving Institution

OAS: Organization of American States

STEM: Science, Technology, Engineering and Mathematics

USAID: United States Agency for International Development

Criterion 1. Commitment to Subject Area: Latin America and the Caribbean. South Florida is the leading hub for political, commercial and cultural exchanges between the US and Latin America and Caribbean, the point where hemispheric policy, academic/intellectual, private sector and media debates and interactions converge. Positioned at this regional crossroads, the Latin American and Caribbean Center (LACC) at Florida International University (FIU) in Miami plays a vital role in shaping and addressing hemispheric challenges. Building on the unique strengths of its director, Politics and International Relations Professor and Latin Americanist Frank Mora—President Obama’s former US Deputy Assistant Secretary of Defense of the Western Hemisphere (2009-13)—the Center is expanding its traditional focus on undergraduate and graduate instruction, foreign language training, and K-12 outreach. LACC is launching cutting-edge research, growing its Programs of Excellence, enhancing its continued commitment to minority/underserved students, and strengthening partnerships that equip the next generation of leaders with the knowledge and skills they need to address the complex priorities facing the US and the region, fulfilling its mission as a National Resource Center.

Other US cities also have large LAC populations, but none is more diverse or has more direct or closer ties to the region as a whole than Miami. Through its airport and its port, Miami handles the largest share of people and goods moving between the US and Latin America. Miami demands a heightened knowledge and awareness of the LAC region, and FIU’s LACC is a key resource. National and international communities look to Miami and LACC for good reason: our city’s diversity and complexity reflects much of the nation will be like in 20 years, with the accompanying opportunities and challenges. As a Title V institution, FIU embraces diversity by implementing new methods of providing access to higher education to urban and underrepresented minorities and disseminating its research, educational outreach programs to our

wide-ranging communities in South Florida and beyond. With six urban campuses enrolling 52,000 students, it is the 7th largest public and largest minority-serving university in the US. Approximately 85% of FIU students are minorities (61% Hispanic, 13% African-American, 11% other) and its 12,000 annual graduates include more Hispanics than at any other university in the continental US. 72% of FIU 2012-13 degrees were awarded to minorities and 24% of FIU students are 1st Generation college students. According to the US Department of Education's Integrated Postsecondary Education Data System (IPEDS), FIU is the largest producer of STEM degrees for Hispanic students and ranks near the top for all minority students. Using IPEDS data, the organization Excelencia in Education ranks FIU first in number of bachelor degrees awarded to Hispanic students. FIU also has the second-ranked law school for Hispanics and its College of Business is ranked 8th among undergraduate international business programs and the most diverse business school in the nation by Bloomberg BusinessWeek and graduates 50% minorities. In all disciplines combined, FIU ranks 6th in the nation in master's degrees awarded to minority students.

FIU is committed to preparing students for professional success in an increasingly globalized world. Thanks to a nationally-acclaimed *Global Learning for Global Citizenship* curriculum reform, all FIU undergraduates now take at least two of 156 available global learning courses prior to graduation, more than 40% of which feature LAC content. The university has continuously strengthened its commitment to LACC since the Center was founded by current FIU President, political scientist and Latin Americanist, Dr. Mark Rosenberg in 1979. Under its new director, LACC has developed mechanisms to further integrate and promote these activities by connecting them to national priorities and government service. In all of these initiatives, and building upon the director's depth of experience as a public servant, LACC aims to ensure that

its program is strategically designed to support US interests, security, and competitiveness.

LACC's multidisciplinary course offerings, outreach, student training, and research are supported by the Center's Programs of Excellence in four strategic areas: Governance and Security, Migration and Transient Communities, Haitian Studies, and Andean Studies. The Center plans a fifth Program of Excellence in Brazilian Studies, with special attention to Brazil's direct engagement with South Florida. Joint programs between LACC and FIU's professional schools and research centers directly support the objectives of LACC's Programs of Excellence. LACC's far-reaching networks, administrative strengths and demonstrated expertise in serving as an incubator help ensure the development of sustainable interdisciplinary programming across the university. In 2008, for example, USAID and the Office of US Foreign Disaster Assistance (OFDA) awarded LACC a \$4.5 million, 5-year program on Disaster Risk Reduction (DRR), engaging faculty experts from Engineering, Public Health, Political Science, Environmental Studies and Journalism to address this security challenge. Following the program's success, FIU invested new institutional monies to support the creation, building, staffing and operation of a new Extreme Events Institute to house a permanent DRR program and support its expansion. Other examples include FIU's Cuban Research Institute (CRI), founded by LACC in 1991 and now a stand-alone global leader in Cuban and Cuban-American Studies, and the Digital Library of the Caribbean (dLOC), funded originally as a US Department of Education Title VI Technological Innovation and Cooperation for Foreign Information Access (TICFIA) program and now supported by FIU Libraries.

FIU's language programs are crucial to LACC's area studies mission. In addition to an extensive Spanish program, the university is a worldwide leader in Less Commonly Taught Languages (LCTLs), including Haitian Creole—an indigenous language not to be confused with

non-indigenous Creoles—and Portuguese, a US strategic priority language. Building on these successful language programs, LACC is continuously strengthening its existing degree offerings by contributing to the expansion of new area studies and Foreign Language Across the Curriculum (FLAC) courses. LACC’s FLAC programming (**Section 4B**) is arguably the strongest of its kind in the country.

1.A. Financial and Other Support for Operation of the Center. Institutional investment in LACC has grown significantly and especially since the arrival of its new director. In addition to the funding presented in **Table 1.1** below, new university commitments since August 2013 amount to \$520,808, including \$265,000 for research, \$204,506 for salaries and \$51,302 for outreach. Between August 2013 and January 2014, LACC also secured an additional \$299,879 in new external funding. During this period FIU administration created and funded new permanent lines in Haitian Creole and Portuguese, and the College of Arts and Sciences fully funded an online version of LAS 3002, Introduction to Latin American and Caribbean Studies, facilitating much wider access to the areas studies curriculum.

Table 1.1. FIU Institutional Support for LAC Studies 2012-2013

Budget Category	
Area Studies Instruction	\$14,625,637
Commonly Taught Languages Instruction (Spanish, French)	\$1,443,752
Less Commonly Taught Languages (LCTL) Instruction (Portuguese, Haitian Creole)	\$446,062
Language Assessment	\$47,188
<i>Total Language and Area Studies Instruction Support</i>	<i>\$16,562,639</i>
Other	
LACC Outreach Salaries and Activities	\$89,732
Library Acquisitions, Travel and Outreach	\$302,826
LACC Faculty Grants	\$2,408,088
Graduate Student Tuition Waivers*	\$555,031
Graduate Student Grants**	\$45,300
<i>Total Other Support</i>	<i>\$3,400,977</i>
Grand Total	\$19,963,616

*Represents only those administered by LACC.

**Represents only LACC MA student grants.

Teaching Staff. LACC has 228 faculty affiliates from all disciplines and professional schools.

LACC affiliates have an excellent track record of high-quality teaching and securing external

grants which enhance LAC studies by providing additional faculty lines, courses and training and outreach programs. Outstanding current examples of external grants include a 5-year NIH study led by Medical Anthropologist Mark Padilla on migration, tourism, drug use, and HIV in the Dominican Republic, a project housed in LACC; an Open Society grant for a LACC-led study of the impact of marijuana legalization in Uruguay; USAID support for the LACC-founded Disaster Risk Reduction and Global Water for Sustainability programs; and, US Department of Defense funding for Policy Roundtables organized by LACC and FIU's Applied Research Center for US Southern Command. **Support for Library Resources.** Thirty-four faculty and staff serve LAC collections at FIU's libraries. Two work with these materials full time, three 50% of the time and 29 up to 50%. Budget support for annual purchases averages \$265,016 (**Table 1.2**).

Table 1.2. FIU Library Budget for LAC Studies 2012-2013

Budget Category	
Acquisitions	\$265,016.00
Library Staff Salaries*	\$587,597.00
Library Travel and Other**	\$39,860.00
Grand Total	\$892,473.00

*Salaries also reported as Institutional Support in Table 1.1

**Includes trainings for LAC-related programs

Linkages with Institutions Abroad. FIU has 83 active international LAC linkages (**Table 1.3**) and 62 MOUs in force in 19 LAC countries, accounting for nearly 40% of all the university's international agreements.

Table 1.3. FIU International LAC Linkages

College	Countries
Arts and Sciences	Argentina; Brazil (3); Chile (1); Colombia (2); El Salvador (2); Haiti; Jamaica; Martinique; Mexico; Peru; Uruguay (2)
Business	Colombia (7); Argentina (3); Dominican Republic (2); Brazil (2); Guatemala (2); Mexico (2); Costa Rica; Ecuador; Jamaica; Panama; Puerto Rico; Trinidad and Tobago; Venezuela
Engineering	Colombia; Dominican Republic; Ecuador; Guatemala; Jamaica
Medicine	Dominican Republic (3); Colombia (2); Peru (2); Antigua and Barbuda; Argentina; Chile; Mexico
Nursing, Public Health and Social Work	Puerto Rico (2); Colombia; Haiti
Hospitality	Argentina; Brazil; Dominican Republic; Jamaica
General/Other	Aruba; Bahamas (2); Belize; Bolivia; Chile (2); Costa Rica; Curacao, Dominican Republic; Ecuador; Grenada; Guyana; Haiti; Jamaica; Peru; Trinidad and Tobago; Venezuela

These relationships expand teaching, research, and study opportunities and strengthen the Programs of Excellence. For instance, an FIU/State University of Haiti MOU involves faculty and student exchange, study abroad, joint outreach and research as part of LACC's Haitian Studies Program of Excellence.

FIU offers dual MBAs with 14 universities in nine LAC countries and runs an Executive MBA and an MS in Curriculum and Instruction with the University College of the Caribbean-Jamaica. FIU's Knight Ridder Center for Excellence in Management coordinates US-LAC business initiatives, including a Spanish-language anti-money laundering certificate in Panama. FIU Engineering offers overseas master's programs in Jamaica, the Dominican Republic and Panama, and dual degree programs with universities in Colombia, Ecuador and Peru. FIU Law maintains general cooperation initiatives with law schools in six LAC countries, as well as student and faculty exchanges with Universidad de Los Andes-Colombia and University for Peace-Costa Rica. **Outreach Activities.** LACC's outreach program is among the largest and most active of its kind in the US and is key to the Center's educational and training mission, serving local, regional, national, and international audiences. In 2012-13, LACC sponsored or cosponsored 98 events attended by 20,775 people and reaching countless others through media coverage and digital archiving. LACC is in a unique position to mobilize quickly in response to crises such as humanitarian disasters, disputed elections, or social upheaval. The media, policy, business and academic communities turn to LACC for information and resources, and the Center's outreach programming reflects its unique strength to fulfill that mandate. Often, LACC's rapid response outreach programming translates into long-term and sustainable institutional support for new programs. A recent example is the Haiti Task Force, established after the 2010 earthquake to coordinate FIU's university-wide crisis response. Now permanently

housed in LACC, the Task Force has been provided with new university resources to expand multi- and interdisciplinary programs related to the country. **Institutional Financial Support for Qualified Students & 1.B. FLAS.** A LAC Tinker Field Research Grant, renewable for two additional years, allows LACC to use 1:1 matching funds to provide \$90,000 to graduate and professional school students over the next three years. Institutional monies fund LACC's Programs of Excellence Post-Secondary Fellowship program to support advanced research in the LAC region at up to \$5000 per year. The College of Arts and Sciences annually funds six teaching assistantships for LACC MA students. In 2012-13, the state-funded Florida Mexico Institute and Florida Caribbean Institute—administered by LACC in partnership with Polk and Daytona State Colleges, respectively—awarded a total of \$779,838.70 in out-of-state tuition waivers to 101 students (77 undergraduates and 24 graduates, including 8 community college students and 54 non-FIU students).

As a Title V institution, FIU is committed to enabling access for underserved populations. To this end, LACC annually awards \$10,000 in need-based scholarships for students participating in LAC summer study abroad. In 2013, 16 students traveling to the region benefited from need-based scholarship programs funded by LACC and FIU Study Abroad, including 90% of students in LACC's Politics & International Relations in Argentina study abroad and 63% in its Haiti study abroad. Of LACC's 2014 Study Abroad Scholarship awardees, 75% are Pell Grant recipients. Other FIU scholarships related to LAC Studies/the LAC region include: 1st Generation; Mestre Scholarship for Cuban Students; Actualidad Radio Spanish Broadcasting Scholarship; CBS 4 Journalism Scholarship for Minorities; Univision Scholarship for Spanish-Language Journalism; Gomez Scholarship in Political Science for LAC Students; and the Starr LAC Scholarship in Public Health, Nutrition and Social Work, among others.

Criterion 2: Quality of Curriculum Design.

2.A. Undergraduate Programs. Baccalaureate degree programs across the curriculum offer LAC Studies tracks. In 2012-13, 2047 (26%) of FIU BA graduates completed at least 15 credits in LAC Studies, with the highest concentrations in International Business, International Relations, Finance and Political Science—an increase of 35% and 20% over 2009-10 in the Colleges of Arts & Sciences and Business, respectively (**Tables 2.1A and 2.1B**). 13% of the 2009-10 cohort were 1st Generation college graduates, which grew to 21% in 2012-13.

Tables 2.1A and 2.1B. Growth in Number of BA Graduates in Top Majors and Colleges Since Last NRC Cycle Who Completed At Least 15 Credits in LAC Coursework.

Top Majors	2009-2010	2012-2013	College	2009-2010	2012-2013
International Business	261	346 (+33%)	Arts and Sciences	812	1054 (+30%)
International Relations	143	198 (+38%)	Business	732	884 (+21%)
Finance	147	203 (+38%)	Other Prof	153	97 (-37%)
Political Science	125	167 (+34%)	Other Non-Prof	8	12 (+50%)
Total BA Grads	676	914 (+35%)	Total BA Grads	1705	2047 (+20%)

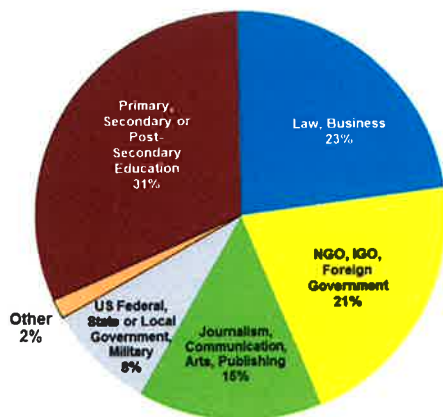
In response to growing undergraduate enrollments in LACC certificates, FIU will launch a BA in LAC Studies in 2014-15 that will dramatically increase the number of undergraduates pursuing studies in the area. LACC already administers two undergraduate certificate programs: LAC Studies (227 students in 2012-13), requiring 18 credits from 3+ disciplines, and Cuban Studies (in partnership with CRI, 12 students in 2012-13), requiring 18 credits in 4+ disciplines. LACC will launch a new certificate in Haitian Studies, requiring 6+ credits in Haitian Creole language and 12 additional credits from 2+ disciplines in Fall 2014. The university fully funds a new position for a LACC undergraduate certificate advisor in recognition of the programs' size and growth potential. FIU's Asian Studies Program also offers an undergraduate certificate in Asian Globalization and Latin America, with a current enrollment of 27, and African and African Diaspora Studies and LACC will introduce an Afro-Latin American Studies Certificate in late 2014. **Graduate and Professional Programs.** In 2009-13, FIU awarded 46 MAs and 169 PhDs with concentrations in LAC Studies. The MA program in LAC Studies enrolled 41 students in



2012-13 and graduated nine. Master's in LAC Studies students may complete their degree exit option coursework in English or Spanish and all MA candidates must demonstrate intermediate-high proficiency in a LAC language to graduate. In Fall 2013, LACC launched a new one-year Executive MA in LAC studies tailored to mid-career professionals in government and the private sector. Joint-degree programs with professional schools including the Colleges of Law and Business allow students to receive an MA in LAC Studies and a JD or International MBA simultaneously. Graduate students in Business can also take advantage of LAC certification in Integrated Marketing Communication, and a LAC Studies track is available in the Spanish-Language MA in Journalism. Three combined-degree programs—an MA in LAC Studies combined with a PhD in History, International Relations or Political Science—allow students to pursue two degrees at once. In addition, LACC offers a graduate LAC Studies certificate that serves as an important feeder program for the MA, allowing students to begin graduate studies while they are working or preparing for the GRE. Thirty-one students enrolled in the LAC Studies graduate certificate program in 2012-13.

2.B. Academic and Career Advising. LACC graduate students have access to three primary

**Figure 1. MA LAC Studies Alumni
Job Placements 1999-2013;
64% LAC-Related**



faculty advisors and two professional advisors, as well as additional advising from LACC affiliated faculty. Students are required to schedule multiple advising sessions per year with the academic program directors to plan courses, ensure progress, and prepare for the program's exit options. Affiliated faculty, including LACC's Faculty Advisory Board, mentor student research and provide career guidance and professional development, while campus

career services offices offer resume-writing, research and peer-mentoring workshops, networking events, and career fairs. FIU's Diplomat in Residence promotes State Department internships and assists with preparation for the Foreign Service exam. As **Figure 1** shows, LACC MA graduates have an excellent placement record with private and public sector employers and PhD programs in a variety of LAC-related fields, evidence of LACC's high-quality advising program. LACC facilitates student leadership and employment success through an active, self-sustaining student organization, Maloka, which contributes to LACC programming year-round; co-organizes the annual Florida LAC Studies Student Conference, a student-led regional forum for graduate research with the University of Miami and Florida Atlantic University; and hosts job market preparedness training. To further facilitate the transition between college and career placement, LACC's MA program features a professional development requirement to enhance marketability. Programming partners include the Council of the Americas, US Southern Command and the Brazilian-American Chamber of Commerce, which offers residencies at Brazilian companies in Florida for undergraduate business students who speak or are learning Portuguese. Internships are an exit option for the master's degree and LACC has 29 agreements with local and LAC private and public sector partners. Newly launched training opportunities include the State Department Diplomacy Lab, and the Fairchild Tropical Botanic Garden Graduate Student Program which funds three FIU STEM graduate students. In 2009-13, 23 MA in LAC Studies students took advantage of LACC internships in business (Kroll, MGM International, UPS, Colombian Chamber of Commerce); government (US Department of State, Foreign Agricultural Service, US Southern Command, Consulate General of Brazil); and, NGOs/IGOs (Inter-American Dialogue, Florida International Volunteer Corps, Project Medishare, MUJER, UN University New York), among others. Students also regularly take

advantage of LACC linkages throughout the region, including 83 LACC institutional partners (Table 1.3) and an additional 35 through the Digital Library of the Caribbean (Table 5.1).

Research and Study Abroad. LACC's research policy prioritizes support for faculty proposals or projects that provide maximum opportunities for international applied research and hands-on career training opportunities for students. FIU houses one of just four State Department Diplomacy Labs in the nation, enabling FIU students to investigate current, real-world issues under the supervision of LACC's Director of Research. The American and Caribbean Law Initiative's Clinic offers unique opportunities for law students specializing in LAC legal systems to collaborate on cases referred by attorneys general and other government officials of Jamaica, Trinidad and the Bahamas. In addition, through the Miami Consortium for LAC Studies, LACC and University of Miami co-fund Interdisciplinary Research Groups that link faculty and graduate students at both universities to projects of mutual interest.

FIU Study Abroad runs a robust year-round recruitment program to support the development of global citizens through international learning opportunities. The Office conducts outreach through FIU's First Year Experience classes, campus-wide presentations, fairs, virtual meet-ups, 100,000 Strong South Florida meetings, community partnerships and off-campus events; it also leads US State Department Gilman Scholarship application preparation trainings for Pell Grant recipients who would otherwise be financially-restricted from study abroad. In 2013-14, 46 FIU undergraduates applied for the Gilman Scholarship and 22 were awarded—a 48% success rate. Given FIU's diverse student body, FIU study abroad programs go beyond traditional language and culture studies and emphasize a wide variety of research, training, internships and service learning. As part of its Programs of Excellence, LACC runs the FLAS-approved Haitian Summer Institute, a six-week Haitian Creole language program for students

and professionals; a four-week program in Buenos Aires on Politics and International Relations; and, in partnership with CIBER, an annual Professional Development in International Business (PDIB) to Mercosur. Beginning in Summer 2015, LACC will partner with CIBER to launch a new PDIB to Central America and with the College of Business on a Business in Brazil program.

Other FIU departments and professional schools provide many additional opportunities for international study, service learning and exchanges, including: FIU Law's program at Universidad de Palermo in Buenos Aires; the Center for the Administration of Justice and Carlos A. Costa Immigration & Human Rights Clinic legal internships in Colombia, Mexico, and Peru; and a US Department of State-funded undergraduate STEM exchange with UNA University in Brazil, developed in support of President Obama's 100,000 Strong in the Americas goal. Opportunities for international service include the Center for Leadership and Service's Alternative Breaks program, featuring community-based service and experiential learning in countries such as Nicaragua, Costa Rica, and the Dominican Republic. Through GlobeMed, FIU students can spend summers volunteering for public health projects in Guatemala and students can also participate in an interdisciplinary service-research program in the Peruvian Amazon through FIU's Honors College. LACC actively supports study abroad program development at other institutions and has been mentoring and working directly with the Provost and faculty at Northwest Arkansas Community College (NWACC) to develop a service learning program to Haiti, targeting community college and 4-year MSI students, as a complement to LACC's Haitian Summer Institute and to expand international learning opportunities for both FIU and NWACC students. FIU also supports student participation in non-FIU programs. LACC and FIU Study Abroad provide customized support to students participating in non-FIU programs (37 in 2014). LACC also contributes to the Consortium of Latin American Studies Programs (CLASP)

LCTL Summer Program List and widely-disseminates non-FIU research, study abroad, and summer language opportunities through various listservs and professional networks. In addition to the \$10,000 made available annually through the LACC Study Abroad Scholarship, the LACC Programs of Excellence Post-Secondary Fellowship program supports international study and research for both students and community college faculty and up to \$5000 is awarded annually.

Criterion 3: Non-Language Instructional Program.

3.A. Disciplinary Coverage. FIU's course catalog includes 921 courses with 25%+ LAC content that count toward LAC degree programs, with 744 (415 undergraduate; 329 graduate) courses being offered with regularity over the next four years and included in the current LACC Master Course List. LACC courses include wide geographic coverage, with special strengths in the social sciences, professional schools and the sciences (**Appendix C**). There are 148 25%+ LAC content courses offered in 19 professional schools and programs. In 2012-13, FIU offered 283 non-language courses with at least 25% LAC content, many with multiple sections, enrolling a total of 44,337 students. Independent Study courses are offered year-round and LACC's six faculty directors offered 29 independent study courses during AYs 2012-13 and 2013-14.

3.B. Depth of Specialized Course Coverage. LACC's Master Course List includes 336 specialized (50%+ content) non-language LAC Studies courses, with special strengths in Business, Journalism, Environmental Studies, Literary and Cultural Studies, Music, Political Science/International Relations, Religious Studies, Anthropology, and Sociology.

3.C. Interdisciplinary Study. 246 of 25%+ LAC content courses are interdisciplinary. LACC students are trained in interdisciplinary research methods and take interdisciplinary courses in addition to core courses in multiple disciplines. Undergraduate LAC Studies certificate students are required to take an introductory course that is interdisciplinary in both content and

methodology. As part of FIU's Global Learning initiative, they must take a minimum of two global learning courses prior to graduation, including one interdisciplinary foundations course. Graduate students' major research paper or MA thesis must demonstrate interdisciplinary approaches and methodology in addition to foreign language proficiency. LACC is unique in offering graduate research method courses in both English and Spanish as part of a commitment to FLAC development. LACC grants support the development of new and permanent graduate and undergraduate interdisciplinary courses in Arts & Sciences and professional schools and all LACC study abroad programs are designed around interdisciplinary models.

3.D. Availability of Non-Language Faculty. Of LACC's 207 non-language affiliated faculty, 61 have a 100% LAC focus, 26 have 75%, 34 have 50% and 86 have 25%. 32 FIU colleges, departments and programs have two or more faculty with a LAC focus. LACC regularly hosts visiting scholars with teaching and advising responsibilities, such as the Latin American Visiting Professor with FIU Law. In addition, the Miami Consortium for LAC Studies reciprocity agreement gives FIU and University of Miami graduate students access to faculty and courses at both universities at their home institution rate. FIU also ensures a high-quality instructional program through a variety of pedagogy-focused professional development workshops for faculty. Each year, FIU's Center for the Advancement of Teaching leads a three-day pedagogy course that is required for all TAs and offers year-round pedagogy-focused continuing education and a TA Certificate in Teaching for instructional assistants. All FIU TAs are also required to complete a 1-credit, semester-long course on pedagogy.

Criterion 4: Quality of Language Instructional Program.

4.A. Instruction, Enrollment and Levels of Language Training. FIU has the largest Spanish language program in South Florida. It offers training up to the PhD and is the only program in

the state with an accelerated 4+1 BA/MA in Spanish. Certificates in Spanish are available in Translation & Interpretation Studies and Court Reporting.

The university's Portuguese program has grown exponentially in the last three years with the funding and hiring of a new tenure-track faculty member, a senior lecturer, and a Fulbright-funded Portuguese Foreign Language Teaching Assistant. FIU is the only university in South Florida to offer a BA in Portuguese and is one of only four US testing centers accredited by the Brazilian Ministry of Education to administer its CELPE-Brás Exam, the official Portuguese language proficiency test, required for international students entering Brazilian universities. FIU also offers a minor in Portuguese and certificates in Portuguese and Brazilian Studies and in Portuguese Translation Studies. Students can take advantage of FIU's summer language programs in Brazil, and the university houses a Strategic Language Institute in Portuguese for government employees and professionals who need to develop technical language skills. The Brazilian government fully funds a senior lecturer in Portuguese and recently honored senior Portuguese instructor Augusta Vono with the Order of Rio Branco, its presidential award for outstanding achievement and meritorious contributions to Brazilian society and culture. In addition, LACC and the Brazilian Consulate co-founded the Miami K-12 Portuguese Strategic Planning Committee, which partners with Miami-Dade County Public Schools, the American Organization of Teachers of Portuguese and the Portuguese International Parents Association to design, fund and implement sustainable Portuguese programming, including K-18 instruction and teacher training, curriculum and library development, strategic hires, outreach, and dual-enrollment opportunities. Twice a year, FIU hosts Portuguese Teacher Training workshops for Portuguese language teachers from four neighboring counties. Attendance at these workshops has tripled in the last two years alone. FIU's strength in LCTLs extends beyond Portuguese. A

cornerstone of LACC's Haitian Studies Program of Excellence, LACC's pioneering Haitian Creole program features courses in Haitian Creole through the advanced level, as well as targeted technical courses such as Haitian Creole for Legal and Medical Professionals and LCTL training seminars. In 2013, FIU pledged new permanent institutional funding for a nine-month Haitian Creole instructor to ensure long-term sustainability and LACC recently expanded the program to include a new Haitian Studies Certificate (18 credit hours). FIU collaborates with other NRCs in support of its FLAS-approved Haitian Summer Institute and Study Abroad, the only one of its kind in the US. In 2013, LACC hosted a two-day seminar, "Integrating Technology into the Teaching of Haitian Creole," and fully- or partially-sponsored the participation of six Haitian Creole instructors from other NRCs (Tulane, Duke, Indiana University, UF, and UM). LACC's renowned Haitian studies programs are models for developing Haitian language, culture, and foreign study programs and LACC directors have served as unpaid consultants to community colleges and universities, including Wisconsin's Lawrence University, Northwest Arkansas Community College and University of Miami. **Table 4.1** details language levels, sections, and enrollments in FIU Spanish, Portuguese, and Haitian Creole courses (**see Appendix C for schedule of offerings**), and **Table 4.2** shows undergraduate enrollment in all LAC-related Modern Languages courses totaled 7327 in 2012-13, reflecting consistent growth over the four-year NRC period.

Table 4.1. FIU Language Instruction, Students and Sections, 2012-2013¹

	Level 1	Level 2	Levels 3/4	Level 5	Total
FIU Language Sections					
Spanish	35	73	39	35	182
Portuguese	6	4	8	0	18
Haitian Creole	2	0	9	1	12
FIU Language Students					
Spanish	2068	3422	870	144	6504
Portuguese	391	168	101	0	660
Haitian Creole	64	0	97	2	163
Total FIU Language Students: Spanish-6504; Portuguese-660; Haitian Creole-163					

¹Each level is equivalent to 1 year (2 semesters) of language instruction. At FIU, all Level 1 courses are 5-credit.

Table 4.2. Overall Growth in LAC Language Undergraduate Enrollments Since Last NRC Cycle

Course Enrollments			
	Level	2009-2010: Y4 of Previous NRC Funding Cycle	2012-2013: Y3 of Current NRC Funding Cycle
Portuguese	Lower	112	102
	Upper	290	558
	Total	402	660
Haitian Creole	Lower	68	64
	Upper	96	97
	Graduate	2	2
	Total	166	163
Spanish	Lower	4401	5490
	Upper	937	870
	Graduate	251	144
	Total	5,589	6,504
Portuguese, Haitian Creole and Spanish Course Enrollments	Grand Total	6,157	7,327

4.B. Advanced Language Training. FIU offers up to five levels of language training in Spanish, Portuguese and Haitian Creole (see note in Table 4.1). Additionally, FIU's FLAC program is one of the strongest in the US. The large numbers of heritage speakers enrolled at FIU support the university's strong FLAC offerings and create a unique demand for programs in Spanish and Portuguese. FIU's School of Journalism and Mass Communication offers the nation's first Spanish-language Master's Program in Multimedia Journalism, as well as a bilingual MA in journalism with a LAC Studies track, and the Center for Labor Studies and Research has approval to offer a Spanish-language Certificate in Labor Studies. LACC actively supports FLAC course development, among them the Politics and Economics of Disaster Risk Reduction, an interactive online course offered entirely in Spanish, and a course on Comparative Law in Portuguese. LACC also sponsors multiple K-12 outreach programs in Spanish, Haitian Creole and Portuguese annually and serves the general public through FLAC. In 2012-13, LACC hosted 25 FLAC events with 13,552 attendees, a threefold increase from the previous year.

4.C. Language Faculty and Pedagogy Training. In 2012-13, FIU's Modern Languages

Department employed 21 full-time faculty (**Appendix B**), 17 adjunct instructors, and 14 TAs in Spanish, Portuguese and Haitian Creole. A new program funds four digital assistantships, reflecting expanded institutional investment in foreign language study and technology. The department employs one full-time specialist in second language acquisition who serves as a teaching methodologist. The methodologist conducts performance-based pedagogy workshops twice a semester, and all faculty are required to attend at least one workshop. A full-time instructor directs Level 1 and 2 Spanish courses and supervises TAs. Spanish, Portuguese and Haitian Creole program directors monitor student learning outcomes and will implement new performance-based Instructor Evaluation Criteria in Fall 2014. In collaboration with the methodologist, they also work with Florida Memorial University, a Title III institution, to offer instructor training in the target languages for task-based language pedagogy. All FIU Modern Language TAs are required to take FOL 5943, Foreign Language Teaching Methodology, before they start teaching in the lower-division program. In their first semester of teaching, they take a teaching practicum for simultaneous instruction and lesson planning support. TAs also receive training in online foreign language tutoring in Adobe Connect for real-time synchronous language practice and attend ongoing weekly meetings for lesson planning, and task design support. A new Task-Based Language Teaching course further hones these skills. Language specialists coordinate and administer ILR-equivalent proficiency testing for Spanish, Portuguese and Haitian Creole, and an additional specialist co-directs the FLAC program with the LACC Associate Director.

4.D. Quality of Language Program. The performance-based, proficiency-oriented instruction implemented in language classes strives to achieve ACTFL standards through the four-skills integrated instructional approach, with elementary and intermediate level emphasis on the “5Cs:”

communication, connections, cultures, comparisons, community. MA proficiency standards—ACTFL Advanced-Medium in both speaking and writing—exceed most MA program requirements. ACTFL-trained examiners assess student listening and speaking proficiencies, and students are tested regularly for language proficiency. Newly admitted students are tested orally soon after enrollment and counseled to develop a customized standards-based language program of study, including language and FLAC courses and LACC study abroad programs, taking into account degree and career goals. Faculty pedagogy and assessment training support the quality of the language program, as do the methodology course and teaching practicum requirement for TAs. FIU language instructors are trained in the latest task-based language teaching methods and research in second language acquisition. Each year, the department reassesses the language curriculum for Spanish, Portuguese and Haitian Creole and administers student questionnaires, ensuring the program is up to date on second language acquisition research, language learner needs, efficacious teaching practices and tasks, and other issues that contribute to proficiency. FIU also provides state-of-the-art computer language labs with tutoring, training, workshops, and outreach programs, including online and on-campus language clubs.

The Department of Modern Languages maintains close relationships with the Consulates of Brazil, Haiti and Spain in Miami, as well as the Haitian government's Haitian Creole Academy, the Instituto Cervantes, and the Spanish Resource Center on the FIU main campus. Certified FIU Spanish and Portuguese faculty administer the Diploma de Español como Lengua Extranjera and the CELPE-Bras Exam. LACC provides funding for CELPE-Bras recertification and ACTFL-OPI training, and FIU's Haitian Creole Instructor is completing the certification required to establish the US' first Haitian Creole ACTFL-OPI proficiency-testing center at FIU.

Criterion 5: Strength of Library. FIU's concentration of LAC scholarly materials is a major

resource for the South Florida, national, and international academic communities, with unique strengths including the Law Library and cutting-edge digital resources.

5.A. Library Holdings. A young, public university, FIU has LAC holdings of about 95,000 titles, including 4000+ e-books, and the collection is growing steadily. FIU currently subscribes to approximately 170 journals pertaining to the region and owns back issues for another 775, with access boosted by online aggregators. Collecting strengths include history, language and literature, economics, political science, international relations, and architecture. Geographic coverage is strongest for Cuba, the Caribbean and Colombia, shifting recently to materials about Haiti and texts written in Haitian Creole, and sources that address diaspora movements and transnational migration in support of LACC Programs of Excellence.

Through innovative uses of technology, FIU's libraries contribute significantly to LAC Studies and librarianship and ensure efficiency and sustainability. FIU administers the Digital Library of the Caribbean (dLOC), the world's largest open access repository of Caribbean research materials, with more than two million pages of content and 35 million cumulative page views. dLOC was established in 2004 by LACC, UF's CLAS, and University of the Virgin Islands as a consortium of libraries and archives with funding from the US Title VI Department of Education's TICFIA program. An online digital library and scholarly community, dLOC provides access to 85,000 items in 14,500 Caribbean cultural, historical, and research titles from more than 35 partner archives, libraries, and private collections worldwide (**Table 5.1**). Materials include manuscripts, books, articles, audio, video and photography in English, Dutch, French, Haitian Creole, Papiamentu, Portuguese and Spanish. The program's shared governance structure, diverse collections, effective technology, partner training, and community outreach enable provision of valuable services researchers and librarians at FIU and worldwide.

Table 5.1. Current dLOC Partners

dLOC Linkages (Partners contributing financially are listed in bold)
Aruba National Library, Association for Cultural Equity, Belize National Library , Biblioteca Fidel Méndez Núñez, Biblioteca Nacional de Cuba José Martí, Biblioteca Rafael Herrera Cabral, Bibliothèque Haïtienne des Pères du St-Esprit, Brown University John Hay Library , Caribbean Community Secretariat , Caribbean Region , International Resource Network , Caribbean Volunteer Expeditions, Centro de Apoyo a la Investigación de Yucatán, The College of The Bahamas , Cuban Genealogy Club, Duke University, Educa Vision Inc., Florida State University , Fundación Global Democracia y Desarrollo, HistoryMiami, National Archives of Haiti , National Library of Haiti, National Library of Jamaica, New York University , KITLV Royal Research Institute of the Netherlands, Universidad de Oriente, University of Central Florida , University of Florida , University of Miami Libraries , University of Puerto Rico, University of South Florida, University of the Virgin Islands , University of Curaçao , Wider Caribbean Sea Turtle Network

dLOC models advances in digital preservation and access for area studies research and teaching. For example, “Haiti: An Island Luminous,” an online exhibit involving 100 scholars from across the US, Caribbean, and Europe, showcases 500 years of Haitian history via an interactive timeline with expert commentary and links to primary and secondary sources. dLOC has moved from a LACC-sponsored project to an institutionally-sustained program in FIU’s libraries and is expanding through donations, acquisitions and collaboration. dLOC training opportunities and partnerships also facilitate student research in difficult-to-access archives..

FIU Law boasts its own strong LAC-related legal collection, developed with support from LACC. Notable holdings include the Mario Díaz Cruz collection of more than 6,000 volumes published between 1757 and 1950 and 19th- and 20th-century colonial laws and law reports from former Commonwealth Caribbean countries. FIU’s Center for the Administration of Justice also donated more than 3,400 treatises and thousands of journal and code volumes on the administration of justice, the rule of law and democracy reforms, the justice system of indigenous communities, and crime prevention in Latin America.

FIU’s Special Collections and University Archives have an extensive LAC focus spanning the disciplines, with special strengths on Cuba, the British and French Caribbean, and Brazil. Cuban collections include the Marrero Archives for Cuban history; the Exile Archives; the FIU Cuban Living History Project; the Caparros Collection of revolutionary Cuba; the Bolet

Archives; and, the Hurtado de Mendoza Collection of Cuban Genealogy, which includes rare 16th- and 17th century genealogies from Spain and other European countries not widely available in other US collections. FIU's Díaz-Ayala Cuban and Latin American Popular Music Collection is the most extensive publicly available collection of its kind in the US. Approximately 100,000 items span the history of the genre, featuring 25,000 LPs (including thousands donated by the Office of Cuban Broadcasting in 2012 and rare pre-revolutionary recordings), 14,500 78 mms, and approximately 3000 books. LACC, CRI and FIU's libraries hold an annual travel grant competition to fund use of the Díaz-Ayala Collection by out-of-town scholars.

Non-Cuba related Caribbean special collections include the Monk Collection of Caribbeana, Floridiana, Miami history and environment; the Tucker Papers on Caribbean education and society; the Renick Papers on journalism and 20th-century Miami/Caribbean history; Spanish-American War sources; and, the Association of Caribbean Women Writers and Scholars Collection. Other collections of interest include the Sheila Thomson Collection of Brazilian Folklore; the Colección Tabula Americae of facsimile editions of rare manuscripts and codices pertaining to Mesoamerica; the Rios Collection on Puerto Rican politics; the Nardin Collection on Pre-Columbian Artifacts from Colombia; and, the Ahlander Collection on LAC artists. In addition, the library's Spanish Resource Center offers monographs and films on many topics relating to the LAC region.

FIU's libraries house various US State Department collections. The FIU Government Documents Department has depository status for receiving US federal documents, including 19th-century US consul dispatch holdings related to Cuba and confidential files covering the World War II period through 1963. Finally, FIU has a library Geographic Information Systems (GIS) Center that has worked on a number of grant-based (USAID, Institute of Museum and

Library Services, Inter-American Institute) LAC initiatives, including an Andean Amazon GIS web portal; Caribbean coastal scenarios, geospatial data collection and on-site GIS workshops; the creation of online GIS learning modules for implementation of Disaster Risk Reduction (DRR) modeling for the LAC region; and, a digital, full-texted DRR bibliography for FIU's digital collection repository system. **Institutional Financial Support for Library Staff and Acquisitions.** As noted in **Table 1.2**, FIU allocates \$892,473 for library salaries, acquisitions, and travel related to LAC holdings. It also provides dedicated services to this part of the university's collection, including the Latin American and Caribbean Information Services (LACIC) Librarian. FIU encourages and supports librarians to participate in professional and area studies organizations. FIU library staff is active in the Seminar on the Acquisition of Latin American Library Materials (SALALM), the Latin American Studies Association (LASA), the Society of American Archivists, the Latin American Southeast Regional Libraries (LASER), the Caribbean Studies Association, the Haitian Studies Association, and the Southeastern Council on Latin American Studies. The LACIC Librarian directs the Latin Americanist Research Resources Project (LARRP) and is a past convener of LASER, president of SALALM, and chair of LASA's Scholarly Research and Resources Section. In 2013 she received recognition for 35 years of service as volunteer indexer for the *Hispanic American Periodicals Index*.

5.B. Access to Library Holdings. As a public library, the FIU community and visitors alike enjoy on-campus access to all services and holdings without restriction. To make online library resources accessible to the widest user-community possible, dLOC's holdings are free and open to anybody with an internet connection; usage statistics indicate over 1 million human page views per month. FIU's libraries host many hundreds of online databases that contribute research-level information about LAC topics, with special focus on the humanities, social

sciences and physical sciences. Access is currently provided to 19 LAC-specific databases, with links to free area content resources and electronic versions of LAC published monographs. Users can access all electronic databases, digital resources and e-books 24 hours a day, 7 days a week through the EZ Proxy Service. Intercampus delivery is available for print and audiovisual materials, including interlibrary loan.

FIU's online public access catalog serves as a gateway to the holdings of Florida's 11 state university libraries and cooperatively held electronic resources. FIU is also a member of a number of resource-sharing networks, including RAPID ILL (Inter-Library Loan), Southeast Florida Library Information Network, Association of Southeastern Research Libraries, Center for Research Libraries, LYRASIS and LARRP, which promotes resource sharing among US libraries and provides the Latin American Periodicals Tables of Content.

The LACIC Librarian provides individualized reference consultation. Embedded library support is provided for online coursework in LAC topics and FIU librarians regularly provide instruction for students at FIU international graduate program sites in LAC countries. From 2010-2013, FIU librarians conducted 22 instruction modules (face-to-face and via Adobe Connect) for FIU College of Business and College of Education programs in the LAC region. LACC also supports non-FIU scholar access to FIU's libraries through three travel grants and one to three Visiting Scholar appointments annually.

Criterion 6: Quality of Staff Resources.

6.A. Staff Qualifications. LACC's Director, Frank Mora, holds a PhD in International Affairs from UM. A former Deputy Assistant Secretary of Defense for Western Hemisphere Affairs for President Obama, he taught politics and international affairs at National Defense University and is a research associate at the Center for Strategic and International Studies. He

regularly leads professional development trainings for junior US government professionals.

LACC's Associate Director, Liesl Picard, has an MA in Latin American and Iberian Studies from the University of Wisconsin-Madison. She is the President of CLASP and a study abroad program development consultant. Bianca Premo, Director of the Andean Studies Program of Excellence, holds a PhD in History from the University of North Carolina-Chapel Hill and is Associate Professor of History as well as History Graduate Director. She was an elected member of the General Committee of the Conference on Latin American History (2010-13) and served as a track chair for LASA and served on the editorial boards of *Journal of the History of Childhood and Youth*; *The Americas*; *LABOR: Studies of Working-Class History of the Americas*; and *History* (UK.) The co-director of the Haitian Studies Program of Excellence, Chantalle Verna holds a PhD in Comparative Black History from Michigan State University. She is an associate professor in the Department of History and the Department of Politics and International Relations and a core faculty member in African and African Diaspora Studies. Dr. Verna is a member of dLOC's Scholarly Advisory Board and FIU's Haiti Task Force. She is a peer reviewer for *Small Axe: A Caribbean Journal of Criticism* and is a member of the Committee for Online Teaching, the Executive Council of the United Faculty of Florida, and FIU's Faculty Mentor Program. Barry Levitt, Director of Academic Programs, holds a PhD in Political Science from the University of North Carolina-Chapel Hill. An associate professor in the Department of Politics and International Relations, he serves on the coordinating committee of FIU's Certificate in North American Studies and the board of the Office of Research Assessment at Pontificia Universidad Católica del Perú. LACC's Research Director, José Miguel Cruz, has a joint appointment with the Department of Politics and International Relations. A PhD from Vanderbilt University, he serves on the editorial board of the UNDP's Human Development Report on Latin

America, the Social Science Research Council's Drugs, Security and Democracy Program, the Steering Committee of the Inter-American Foundation's International Working Group on Chronic Violence and Human Development, and the World Bank's Core Committee Group for the Knowledge Network for Crime and Violence Prevention in Latin America.

Table 6.1 lists LACC administrative staff and key personnel. Professional development for LACC faculty and staff is supported through \$17,000 in institutional funds per year for LACC directors and \$5000 for coordinators. All permanent employees must complete at least 20 hours of professional development per year and may take advantage of seven credits of free tuition per semester and flexible work hours to accommodate training schedules. **Participation in Teaching, Supervising and Advising Students.** Drs. Mora, Levitt, Cruz, Premo and Verna are credentialed to teach at both the undergraduate and graduate levels. Dr. Mora currently serves on one MA committee and Dr. Cruz on two. Dr. Premo currently directs six doctoral dissertations and serves on 12 committees. In 2012-13, she served on two completed dissertation committees in Geography and History. In 2012-13, Dr. Levitt served on one MA committee and two dissertation committees, one as director; he currently directs an additional committee. Dr. Verna currently serves on four dissertation committees and one MA thesis committee. Since 2012, she has been the primary advisor for six student internships as part of the MA in Public History. The newest addition to LACC, Keaton Lora, serves as advisor for LACC's Undergraduate Certificate Programs. 14 LACC faculty serve on MA and Tinker committees, and a 14-member multi-disciplinary Faculty Advisory Board (including 54% professional school faculty and one librarian) advises the Director on all Center activities. A Director's Board comprised of the first six directors in **Table 6.1** coordinates LACC planning and program execution.

Table 6.1. LACC Administrative Staff and Key Personnel

Name	Bio. Pg.	Position	Center Responsibilities (included but not limited to)
Dr. F. Mora	B-1	LACC Director; Prof., Politics & International Relations	Director, NRC PI, teaching, advising, strategic planning, development
Ms. L. Picard	B-81	LACC Associate Director; Co-Director, LACC Argentina Study Abroad; Co-Director, LACC Haitian Summer Institute	Operations, budget, personnel, FLAC, study abroad, NRC accountability, outreach and assessment
Dr. B. Levitt	B-59	LACC Director of Academic Programs; Assoc. Prof., Politics & International Relations	Academic program management, student learning outcomes, teaching, advising, curriculum development
Dr. J.M. Cruz	B-21	LACC Director of Research; Visiting Prof., Politics & International Relations; Director, LACC Migration & Transient Communities and Security & Governance Programs of Excellence; Coordinator, US State Dept. Diplomacy Lab	Research, teaching, advising, outreach, grant writing, sponsored project and program development
Dr. B. Premo	B-83	Director, LACC Andean Studies Program of Excellence; Assoc. Prof., History	Teaching, outreach, research, program development, assessment
Dr. C. Verna	B-106	Co-director, LACC Haitian Studies Program of Excellence; Assoc. Prof., History & Politics & International Relations	Teaching, outreach, research, program development, assessment; Haitian Studies Certificate management
Mr. N. André	B-5	Co-Director, LACC Haitian Summer Institute & Instructor, Modern Languages	Teaching, language assessment, advising, study abroad, FLAC
Ms. S. Zamudio	B-115	LACC Coordinator of Outreach and Public Engagement	Outreach; alumni relations; marketing and social media, tracking
Dr. J. Sarmiento	B-96	Director, Bell Disaster Risk Management Program; Co-Director, Disaster Risk Reduction Program	Training, research, budget and administrative oversight of LACC Disaster Risk Reduction program
Dr. G. Hoberman	B-51	Research Associate, Bell Disaster Risk Management Program & Disaster Risk Reduction Program; Co-Director, LACC Argentina study abroad	Training, research & curriculum development of LACC Disaster Risk Reduction program; teaching
Mr. K. Lora	B-61	Advisor, Undergraduate Certificate Program	Advising
Ms. G. Williams	B-112	Director, Latin American and Caribbean Information Center, FIU Libraries	All LAC-related library activities and training
Ms. L. Wooldridge	B-113	Program Director, Digital Library of the Caribbean (dLOC)	dLOC/LACC outreach, training, online collection development
Dr. S. Doscher	B-25	LACC Internal Evaluator; Assoc. Director, Office of Global Learning Initiatives	Program evaluation and assessment
Other Employees		Full-time Administrative Staff: 6 Part-time Instructors/Visiting Scholars: 4 Part-time Staff/Student Assistants: 13	Various

6.B. Center Oversight. Table 6.2 summarizes LACC's governing and oversight structures.

LACC holds monthly budget, outreach and academic program meetings to monitor progress and internal evaluative processes are strong. LACC submits an annual Centers & Institutes accountability report and administrative assessment to the FIU Provost and an annual accountability report to the Florida Board of Governors. A year-round internal evaluator supports

the collection, analysis, and use of institutional assessment data for continuous improvement of Center outcomes and objectives. The evaluator, who also leads FIU's nationally-recognized Global Learning initiative, holds an EdD in Educational Leadership and Administration with expertise in program development and evaluation and student learning assessment. External evaluators also conduct project or area-specific evaluations on a biannual basis and as needed.

Table 6.2. LACC Governing and Oversight Structures

Board/Committee	Purpose	Meetings	Representation
LACC Directors Board	Develops, manages and implements strategic plans, new programming, domestic and international institutional agreements and evaluation	Weekly and as needed	6 FIU-LACC directors
LACC Faculty Advisory Board	Advises on Center policies and operations	Biannually	14 faculty (6 Arts & Sciences, 7 prof. schools, 1 library), LACC Director and Assoc. Director
LACC Graduate Studies Committee	Advises and develops academic policy and curricular reform and manages academic assistantships	Quarterly and as needed	5 faculty affiliates, LACC Director and Assoc. Director
LACC Research Advisory Board	Guides LACC research agenda, develops proposals and manages student research and field research funding	Quarterly and as needed	14 faculty, LACC Director, Assoc. Director and Director of Research.

6.C. Diversity and Non-Discrimination. Of LACC's 36 administrative faculty/staff and key personnel, 50% are female, 53% Hispanic, 17% African-American, and 1% Asian-American.

FIU is an equal opportunity institution committed to diversity among faculty, staff, and students and equitable access and participation (**See GEPA Statement**). Programs are held in wheelchair accessible facilities and many outreach events include simultaneous translation. Personnel recruiting efforts and staffing reflect the makeup of the university and local populations.

Criterion 7. Outreach. Outreach to educators, media, government, business and the general public is key to LACC's founding mission and FIU's core values as Miami's only public research university. In collaboration with its affiliates, other Title III and V academic institutions, and a range of organizations, LACC boasts one of the nation's largest and most active LAC outreach programs. Outreach projects educate as wide a public as possible on the social,

political, economic and cultural trends in the LAC region. LACC's varied outreach is enhanced through major conferences, forums and trainings on critical issues in the Americas. **Elementary and Secondary Schools.** LACC's programs serve hundreds of K-12 public school teachers and thousands of students annually. Half of public school teachers in Miami-Dade County—the nation's 4th largest school district and recipient of the 2012 Broad Prize for urban education—hold an FIU degree, further contributing to LACC's ability to positively impact teacher preparation and language instruction. LACC has an extensive K-12 teacher-training program in collaboration with Miami-Dade County Public Schools (MDCPS) and the Florida Department of Education. Between August 2012 and August 2013, LACC held five workshops to prepare teachers to integrate LAC content into the curriculum. These drew on the unique expertise of LACC faculty affiliates from professional schools and other disciplines as well as resources from local and national partners. Topics included: natural disasters, in collaboration with FIU's Disaster Risk Reduction program and FIU Public Health; national security, in co-sponsorship with the Defense Intelligence Agency and Office of the Director of National Intelligence; language for business, with FIU's College of Business and CIBER; and, digital resources for teaching about the Caribbean, in partnership with dLOC. Every year, LACC joins Miami Dade College—which has the highest Hispanic enrollment and most associate degrees awarded to Hispanics of any college in the country—and MDCPS in cosponsoring a week-long Tropical Botany K-12 Teacher Institute at Fairchild Tropical Gardens, as well as 3 free K-12 LAC-related outreach screenings and discussion guides as part of the Miami International Film Festival, the premiere US venue for launching Ibero-American cinema. In 2012-13, 1054 K-12 students from 16 different schools attended these screenings. LACC also collaborates with HistoryMiami on an online K-12 student LAC activity booklet. LACC sponsors K-12 CLASP annual memberships

for Palmer Trinity and Felix Varela K-12 teachers, co-sponsors the Americas Award and its associated Washington, DC-based teacher training, participates in the CLASP Outreach Booth at the annual National Council of Social Studies conference, and offers annual K-12 teacher stipends for study abroad. **Postsecondary.** LACC designs programming to promote its Programs of Excellence, LCTLs, FLAC, STEM, and/or partnerships with professional schools. LACC's 2014 Distinguished Scholar Series featured former President of Peru Alan Garcia and attracted 290. LCTL programming includes LACC/NRC/LRC LCTL trainings on using technology to teach Haitian Creole, new FLAC courses, a FLAC lecture series, and online area studies content in Haitian Creole in dLOC. The Miami Consortium Faculty Lecture Exchange allows FIU and UM to share their LAC expertise with students on both campuses. The 2012-13 exchange featured six faculty from professional schools, and 2013-14 featured six STEM faculty. LACC's Cuba and the Professions Lecture Series with CRI supports post-secondary outreach that brings together FIU STEM faculty, community professionals and local government officials. Numerous other LACC-supported conferences, seminars, lectures, and events draw scholars and students from across the globe with a broad range of geographical and thematic interests, from Central America and the Andes to a Latin American Jewry Series and Working Group (selected to host the 17th International Research Conference of the Latin American Jewish Studies Association in 2015). In 2013, the 9th Conference on Cuban and Cuban-American Studies received a record number of submissions and more than 250 attended. LACC founded and fully funds the CLASP Commissioned Paper Series and also sponsored SALALM 2013 and the 2013 Symposium on Latin American Literature. The Center's programming supports international networking opportunities for US-based faculty and expanded international linkages, such as the Emerging Scholars Conference and a joint LACC/State University of Haiti Ethnography Conference, both

held in Haiti as part of the 2013 Haitian Studies Association Conference. LACC's Annual Journalists & Editors Workshop on LAC reaches out to post-secondary and media audiences in partnership with FIU's School of Journalism. In 2013, 100% of journalism students and 80% of professionals attending stated they received new information from the workshop that would improve their ability to better inform the public. LACC's post-secondary outreach also includes a strong research component. Examples include participation in the Inter-University Program for Latino Research (IUPLR), a national consortium for interdisciplinary centers dedicated to the advancement of the Latino intellectual presence in the United States. An opportunity brought to FIU by LACC, "From Imperial Science to International Relations" is a three-year research project comprised of scholars from FIU, Université des Antilles et de la Guyane, University of Pennsylvania, and Northeastern University, University of Puerto Rico and University of the West Indies that supports curriculum development, scholar and student exchange, online resources and visiting research appointments for member institutions. Finally, LACC supports faculty travel to conferences and workshops, including 13 domestic and nine international trips with Title VI funds in 2012-13. **Media.** Frequent LACC events throughout the year provide opportunities for the media to engage with public and private sector leaders in LAC. In April 2013, LACC cosponsored a campus visit by Cuban blogger and independent journalist Yoani Sánchez. More than 600 people attended the Spanish-language FLAC event and an additional 1300 tuned in via live webcast. Numerous local and national media outlets covered Sánchez's visit, including ABC, Fox News Latino, Univisión and CNN en Español, as well as international news wires (EFE, Notimex) and print media throughout Latin America. The event generated considerable social media traffic and tens of thousands of views on YouTube. LACC's annual Journalists and Editors Workshop on LAC draws top journalists and editors from across the Americas to support

enhanced coverage of the region and is an excellent example of LACC's attention to program sustainability and quality, with FIU now contributing \$15,000 per year. LACC also participates in the dissemination of important survey data and research through the Latin American Public Opinion Project, which selected FIU to host the launch of AmericasBarometer in 2014. FIU's online media source bureau connects journalists with LACC faculty experts to support increased news coverage of the LAC region in English and Spanish; the LACC Director alone grants an average of 15 interviews per month in English and Spanish to local, national and international media and provides current event tutorials on YouTube and other social media sites, such as the March 2014 program, "Why Venezuela Matters." **Government and Business.** LACC has strong partnerships with many US government entities and multilateral organizations. These include the Department of State (Diplomacy Lab, OAS/US State Department Forum for Mayors); US Southern Command (Policy Roundtables on US influence in the region, PetroCaribe, and Russia and China in LAC); and, the Florida State Legislature (1st Annual Inter-American Conference on Democracy, Good Governance and Effective Public Policy). LACC's Director plays an important role in briefing US and international policy communities. In February 2014, Dr. Mora was one of only six scholars invited to lead a discussion with members of Congress and their staff at the Aspen Institute Congressional Program in Colombia. LACC also fulfills an educational role for the local business community, particularly through its Latin American Forum, which convenes CEOs/COOs from 25 leading multi-nationals to exchange ideas concerning current LAC developments that shape the regional economic outlook. LACC collaboration with the College of Business and CIBER includes events such as the 2013 "Global Energy Outlook to 2040" forum and an annual Mercosur Professional Development in Business (PDIB) program in Brazil, Argentina and Chile, with a new PDIB planned for Central America.

An internship program and partnership with the Brazilian-American Chamber of Commerce of are additional important aspects of LACC's business outreach. **Community Organizations and General Public.** 75 of LACC's 98 2012-13 events were free and open to the public. LACC's reach is multiplied thanks to digital archiving of tutorials and lectures, and broadcasting agreements with WPBT and WLRN, which aired programs on Edwidge Danticat and Sea-Level Rise among others, and C-SPAN, which is currently broadcasting the LACC conference on the Voyage of the MS St. Louis. In addition to LACC's targeted outreach, the Center reaches out to the general population through programming partnerships with several museums: the Frost Art Museum, directed by a LACC faculty affiliate; the Wolfsonian Museum of decorative arts and propaganda; and the Jewish Museum of Florida, which organizes events related to Sephardic and Latin American Jewry. LACC also collaborates with the new Pérez Art Museum Miami on K-12 Teacher Trainings and FLAC programs, such as the two-day Spanish-language workshop *Cuban vanguardia* on February 2014 that attracted 89 teachers. Other LACC-sponsored cultural and arts-related events include "Big Night in Little Haiti," an all-ages free monthly community celebration of Haitian culture which was named "Best Miami Festival" and draws thousands of attendees each month. LACC joined the Haitian Cultural Arts Alliance, Global Caribbean V, Duke University and University of Miami in Spring 2014 to present "Perceptive Expeditions: Global Caribbean V Symposia on Contemporary Art and Culture," an examination of contemporary issues in the art of the Caribbean and its diaspora. And every year the "Classically Cuban" concert series, cosponsored with CRI, attracts hundreds of appreciative audience members. **Publications.** In addition to LACC's curricular-related publications, one of the key deliverables of LACC's annual Journalists and Editors Workshop is the publication of a special thematic issue of LACC's flagship magazine, *Hemisphere*. Raúl Reis, Dean of the School of

Journalism and Mass Communication and a veteran Brazilian journalist, served as guest editor of this year's issue on press freedom in the LAC region. LACC also publishes its Commissioned and Working Paper Series online and contributes to FIU Digital Commons. LACC's Associate Director is a member of the CLASP publications committee and oversees its LACC-sponsored Commissioned Papers Series. In addition, LACC cosponsors the *Portuguese Language Journal* with University of Florida and University of New Mexico, to promote the teaching of Portuguese as a foreign language and to provide a venue for collaboration and research among Portuguese language faculty. LACC's quarterly online newsletter reaches more than 2500 subscribers.

Criterion 8. Program Planning and Budget. LACC has a well-defined, long-term research, instructional and outreach programming plan. The plan presented here requests Title VI funding to leverage existing resources, support new initiatives and strengthen existing programs. The 4-year proposed program and budget are based on a firm foundation of institutional commitment. Activities detailed in this proposal are consistent with the Title VI goals of strengthening foreign language, area studies and graduate training, contributing to the development of professionals in areas of critical national need while strengthening LACC Programs of Excellence and addressing Title VI priorities. Long-term impacts are aligned with NRC/FLAS criteria (**Table 8.1**) and Performance Measures Forms (**Appendix D**).

8.A. Quality and Purpose of Center Activities.

Table 8.1. Program Planning and Budget

**Long-Term Impact Key: 1-Increased Commitment to Subject Area; 2-Enhanced Curriculum Design; 3-Enhanced Language Instruction; 4-Increased Library Strength; 5-Enhanced Evaluation*

Outreach							
Activity	Target Audience	Priority	Timeline	Existing, Expanded, or New Activity	Leveraged by Institutional Resources	Budget Line Item Reference	Long-Term Impact
FIU K-12 Teacher Training Workshops	K-12	Absolute	Y1-Y4	Expanded	X	D.1.a. B.1.e.	1

FIU/Florida Memorial University MI-BRIDGE (Minority Institutions Building Resources to Ignite Development and Growth in Education) Faculty Trainings	MSI; HBCU; Post-Secondary	CP #1	Y1-Y4	New		D.1.b.	1; 2
FIU/Florida Memorial University MI-BRIDGE Educator Toolkit	K-12; MSI; HBCU; Post-Secondary	Absolute; CP #1	Y1-Y4	New		D.2.d.	1; 2
FIU Distinguished Speaker Series and Teacher Training	K-12; MSI; Community College; Post-Secondary	Absolute; CP #1	Y1-Y4	Expanded	X	D.1.c.	1; 2
Seeds for Change: LAC Ethnobotany Project, FIU K-18 STEM Outreach with Fairchild Tropical Botanic Garden	K-12; MSI; Community College; Post-Secondary	Absolute; CP #2	Y1-Y4	Expanded	X	D.1.d.	1; 2
LACC/Aquarius Teacher Under the Sea Project	K-12; MSI; Community College; Post-Secondary	Absolute; CP #1; CP #2	Y1-Y4	New	X	D.1.v.	1; 2
FIU No Man is an Island Cuba Program	K-12; Post-Secondary	Absolute; CP #2	Y1-Y4	New	X	D.1.q.	1; 2; 3
LACC/FIU College of Education/Miami Dade County Public Schools Education Effect Teacher Training Institute	K-12	Absolute; CP #2	Y1-Y4	New	X	D.1.u.	1; 2
FIU/History Miami Latin America Living Map K-12 Online Curriculum	K-12	Absolute	Y3	Expanded		D.2.a.	1; 2
FIU K-12 Outreach: Miami International Film Festival	K-12	Absolute; CP #1;	Y1-Y4	Expanded	X	D.1.e.	1; 2
CLASP Exhibit Booth at the National Council for Social Studies Conference	K-12	Absolute; CP #1	Y1-Y4	Existing	X	D.1.g.	1; 2; 3

National Council for Social Studies Conference K-12 Teacher Stipends	K-12	Absolute; CP #2	Y1-Y4	New	X	D.1.h.	1; 2; 3
FIU Co-Sponsorship of the Americas Award for Children's and Young Adult Literature and DC Teacher Workshop	K-12	Absolute; CP #1	Y1-Y4	Existing		D.1.aa.	1; 2
Haitian Summer Institute K-12 Teacher Stipends	K-12	Absolute; CP #1	Y1-Y4	Expanded		D.1.k.	1; 2; 3
FIU FLAC Lecture Series	Post-Secondary		Y1-Y4	Expanded	X	D.1.l.	1; 2; 3
FIU LAC Studies Faculty Training Seminars for Community Colleges and Title V and III Institutions	MSI; HBCU; Community College; Post-Secondary	CP #1; CP #2	Y1-Y4	New		D.1.m.	1; 2
FIU/UF/Vanderbilt Latin American Studies Webinar Series for Educators	K-12; MSI; Post-Secondary	Absolute; CP #1	Y1-Y4	New	X	C.2.c.	1; 2; 3
FIU/Inter-American Press Association/FCCPA Webinar Series	Media; MSI; Community College; Professional Schools	CP #1	Y1-Y4	New		D.1.f.	1; 2
FIU/CARLA LCTL Training Seminar-Haiti Language and Culture: Integrating Technology into Teaching	MSI; Community College; Post-Secondary	CP #1	Y1;Y3	Expanded	X	D.1.n. D.1.o.	1; 2; 3
FIU LACC/CIBER Professional Development in International Business-Mercosur & FIU LACC/CIBER Professional Development in Security and Governance-Central America	MSI; Community College; Post-Secondary	CP#1; CP#2	Y1-Y4	New	X	D.1.p.	1; 2; 3;
FIU/CSIS Congressional Workshop Program	Post-Secondary; US Government		Y1-Y4	New	X	D.1.r.	1; 2

K-12 Portuguese Expansion	K-12	Absolute	Y1-Y4	New		D.1.s.	1; 2; 3
XVII Intl Latin American Jewish Studies Association Conference	Post-Secondary; US Government	Absolute; CP #2	Y1	New		D.1.t.	1; 2
FIU Annual Journalists & Editors Workshop on LAC	Media; MSI; Community College; Professional Schools	CP#1	Y1-Y4	Existing	X	D.1.x.	1; 2
K-12 Teacher Travel to World Conference of the Teaching of Portuguese	K-12	Absolute	Y1; Y3	New	X	D.1.y.	1; 2; 3
Combating the Epidemiology of Violence Professional Training	Post-Secondary	CP #2	Y1; Y3	New	X	D.2.e.	1; 2
Language Instruction							
7 Graduate and 3 Undergraduate AY FLAS Fellowships in Portuguese and Haitian Creole	Post-Secondary; Professional Schools	FLAS CP #1; FLAS CP #2	Y1-Y4	New	X	FLAS A.1. FLAS A.2.	1; 2; 3
9 Summer FLAS Fellowships in Portuguese, Haitian Creole and Quechua	Post-Secondary; Professional Schools	FLAS CP #1; FLAS CP #2	Y1-Y4	New	X	FLAS B.1. FLAS B.2.	1; 2; 3
FIU Modern Languages Advanced Haitian Creole Instructor Summer Salary	K-12; Post-Secondary	Absolute	Y1-Y4	Existing		A.1.a.	1; 2; 3
FIU Visiting Professor of Haitian Literature and Linguistics	Post-Secondary		Y2-Y4	New		A.1.b.	1; 2; 3
FIU/Miami Dade County Public Schools/Consulate of Brazil South Florida K-12 Portuguese Consortium Curriculum Specialist	K-12	Absolute	Y1-Y4	New		A.1.c.	1; 2; 3; 5

FIU/Florida Memorial University MI-BRIDGE Faculty Trainings	MSI; HBCU; Post-Secondary	CP #1	Y1-Y4	New		D.1.b.	1; 2
FIU/Florida Memorial University MI-BRIDGE Educator Toolkit	K-12; MSI; HBCU; Post-Secondary	Absolute; CP #1	Y1-Y4	New		C.2.d.	1; 2
Haitian Summer Institute K-12 Teacher Stipends	K-12	Absolute; CP #1	Y1-Y4	Expanded		D.1.k.	1; 2; 3
FIU/CARLA LCTL Training Seminar-Haiti Language and Culture: Integrating Technology into Teaching	MSI; Community College; Post-Secondary	CP #1	Y1;Y3	Expanded	X	D.1.n. D.1.o.	1; 2; 3
FIU FLAC Lecture Series	Post-Secondary		Y1-Y4	Expanded	X	D.1.l.	1; 2; 3
FIU/UF/UNM Portuguese Language Journal	K-12; MSIs; Post-Secondary	Absolute; CP #1	Y1-Y4	New	X	C.2.b.	1; 2; 3; 4
FIU/UF/Vanderbilt Latin American Studies Webinar Series for Educators	K-12; MSI; Post-Secondary	Absolute; CP #1	Y1-Y4	New	X	C.2.c.	1; 2; 3
Area Studies and Professional School Linkages							
LACC/FIU College of Education LAC Internship Program Coordinator	Post-Secondary; Professional Schools	CP #2	Y1-Y4	New		A.2.b.	1; 2; 5
7 Graduate and 3 Undergraduate AY FLAS Fellowships in Portuguese and Haitian Creole	Post-Secondary; Professional Schools	FLAS CP #1; FLAS CP #2	Y1-Y4	New	X	FLAS A.1. FLAS A.2.	1; 2; 3
9 Summer FLAS Fellowships in Portuguese, Haitian Creole and Quechua	Post-Secondary; Professional Schools	FLAS CP #1; FLAS CP #2	Y1-Y4	New	X	FLAS B.1. FLAS B.2.	1; 2; 3
LACC/FIU College of Education/Miami Dade County Public Schools Education Effect Teacher Training Institute	K-12	Absolute; CP #2	Y1-Y4	New	X	D.1.u.	1; 2

FIU/dLOC Digital Scholarship in Haiti Consortium	Post-Secondary; Professional Schools; MSI	CP#1; CP #2	Y1;Y3	New	X	D.1.j.	1; 2; 3; 4
FIU Venezuelan Law Reader	Post-Secondary; Professional Schools		Y1-Y4	New	X	D.1.e.	1; 2; 4
Latin American Visiting Law Professor	Post-Secondary; Professional Schools		Y1-Y4	Existing	X	A.2.a.	1; 2
FIU Area Studies Course Development	Post-Secondary; Professional Schools	CP #2	Y1-Y4	Existing	X	D.2.a.	1; 2
FIU Foreign Languages Across the Curriculum (FLAC) Course Development	Post-Secondary; Professional Schools	CP #2	Y1-Y4	Expanded		D.2.d.	1; 2; 3
FIU FLAC Lecture Series	Post-Secondary		Y1-Y4	Expanded	X	D.1.l.	1; 2; 3
Combating the Epidemiology of Violence Professional Training	Post-Secondary	CP #2	Y1; Y3	New	X	D.2.e.	1; 2
FIU Annual Intl Conference on Tropical Medicine	Post-Secondary; Professional Schools	Absolute; CP #1; CP #2	Y1-Y4	New	X	D.1.w.	1; 2
Library Development and Cooperation							
FIU LAC Collection Library Directors Travel	Post-Secondary; Professional Schools	Absolute	Y1-Y4	Expanded	X	B.1.d. B.2.b.	1; 2; 3; 4
FIU Libraries LAC Collection Development	Post-Secondary; Professional Schools	Absolute	Y1-Y4	Expanded	X	C.1.a. C.1.b.	1; 2; 3; 4
FIU/dLOC Digital Art Archive Initiative	Post-Secondary		Y1-Y4	Existing	X	D.1.i. B.2.d.	1; 2; 3; 4
FIU/dLOC Digital Scholarship in Haiti Consortium	MSI; Post-Secondary; Professional Schools	CP#1; CP #2	Y1;Y3	New	X	D.1.j.	1; 2; 3; 4
FIU Libraries LAC Collection Travel Grants	Post-Secondary		Y1-Y4	Existing	X	D.1.z.	1; 2; 4

Program Evaluation and Enrichment							
FIU NRC External Evaluator	Post-Secondary		Y1; Y3	Existing	X	D.3.a. D.3.b.	1; 2; 3; 4; 5
FIU NRC Internal Evaluator	Post-Secondary		Y1-Y4	Expanded	X	D.3.c.	1; 2; 3; 4; 5
FIU Modern Languages Advanced Haitian Creole Instructor Summer Salary	K-12; Post-Secondary	Absolute	Y1-Y4	Existing		A.1.a.	1; 2; 3
Latin American Visiting Law Professor	Post-Secondary; Professional Schools		Y1-Y4	Existing	X	A.2.a.	1; 2
LACC/FIU College of Education LAC Internship Program Coordinator	Post-Secondary; Professional Schools	CP #2	Y1-Y4	New		A.2.b.	1; 2; 5
FIU Faculty Development Travel	Post-Secondary; Professional Schools		Y1-Y4	Existing	X	B.1.b.	1; 2; 3; 4
FIU Haitian Summer Institute Instructor Travel	Post-Secondary		Y1-Y4	Existing	X	B.1.f.	1; 2; 3
FIU LCTL Testing Initiative-Portuguese	Post-Secondary		Y2; Y4	Expanded		B.2.c.	1; 2; 3; 5
FIU LRC and CLASP LCTL Collaboration	Post-Secondary		Y1-Y4	Existing	X	B.1.a.	1; 2; 3; 5
FIU LACC Directors Travel	Post-Secondary		Y1-Y4	Existing	X	B.1.c.	1; 2
FIU Study Abroad Directors Travel	Post-Secondary		Y1-Y4	Existing	X	B.1.g.	1; 2; 3
FIU International Linkage Travel	Post-Secondary		Y1-Y4	Existing	X	B.2.a.	1; 2; 3; 4
FIU/dLOC Digital Scholarship in Haiti Consortium	Post-Secondary; Professional Schools; MSI	CP#1; CP #2	Y1;Y3	New	X	D.1.j.	1; 2; 3; 4
FIU/CARLA LCTL Training Seminar-Haiti Language and Culture: Integrating Technology into Teaching	MSI; Community College; Post-Secondary	CP #1	Y1; Y3	Expanded	X	D.1.n. D.1.o.	1; 2; 3; 5
FIU Area Studies Course Development	Post-Secondary; Professional Schools	CP #2	Y1-Y4	Existing	X	D.2.a.	1; 2

FIU LACC Alumni/ Miami Dade College LAC Area Studies Course Development Program	MSI; Community College; Post- Secondary	CP #1	Y1-Y4	New		D.2.b.	1; 2
FIU FLAC Faculty Coordinators	Post- Secondary	CP #1	Y1;Y2	New	X	D.2.c.	1; 2; 3
FIU Foreign Languages Across the Curriculum (FLAC) Course Development	Post- Secondary; Professional Schools	CP #2	Y1-Y4	Expanded		D.2.d.	1; 2; 3
Combating the Epidemiology of Violence Professional Training	Post- Secondary	CP #2	Y1; Y3	New	X	D.2.e.	1; 2; 3
FLAS							
7 Graduate and 3 Undergraduate AY FLAS Fellowships in Portuguese and Haitian Creole	Post- Secondary; Professional Schools	FLAS CP #1; FLAS CP #2	Y1-Y4	New	X	FLAS A.1. FLAS A.2.	1; 2; 3
9 Summer FLAS Fellowships in Portuguese, Haitian Creole and Quechua	Post- Secondary; Professional Schools	FLAS CP #1; FLAS CP #2	Y1-Y4	New	X	FLAS B.1. FLAS B.2.	1; 2; 3

Criterion 9. Impact and Evaluation.

9.A. Impact. LACC is focused on its NRC mission of building capacity among interconnected university, community, regional and national constituencies. **Table 9.1** summarizes key indicators (2010-13) that demonstrate how LACC is impacting NRC program objectives and priorities through its established language training, area studies, and outreach activities.

Table 9.1. Key LACC Impact Indicators, 2010-2013

Target Audience and NRC Purpose/Priority		Activities and Indicators	Data/Indicators
University	Purpose: Language Training	Spanish (SP), Portuguese (POR), and Haitian Creole (HC) instruction	• Course enrollments: 19,811 (SP); 1,662 (POR); 497 (HC)
		FLAC course offerings	• 3 new courses (Journalism, Labor Studies, Political Science) • 31 FLAC courses
	Purpose: Area Studies	LAC area studies offerings	• 11 new LAC area studies courses approved • 774 Area Studies

	<i>Purpose:</i> Professional Training and Research	Joint and combined degree programs	• 7 programs
		Language courses for professionals	• SP for Business in Latin America • POR Strategic Language Institute program • HC for Medical and Legal Professionals
		Long-term interdisciplinary research and instruction initiatives in critical LAC areas	• Programs of Excellence: Governance and Security, Migration and Transient Communities, Haitian Studies, and Andean Studies (Brazilian Studies in development) • FIU Law/LACC Venezuelan Studies Initiative • Interdisciplinary Research Groups
Community	<i>Priority:</i> K-12 Teacher Training	K-12 teacher training workshops	• 5,938 attendees; 39 workshops • 78% increase in number of workshops offered • 4 scholarship-supported Haitian Summer Institute attendees
	<i>Priority:</i> Community College/MSI Collaboration	Professional development for community colleges and MSIs	• Florida Memorial University (THI) task-based pedagogy workshops
Region and Nation	<i>Purpose:</i> Language Training	Haitian Summer Institute	• 45 participants from 5 countries, 12 states
		Proficiency testing centers for SP, POR and HC	• DELE (SP); CELPE-Bras (POR); ACTFL OPI (HC)
	<i>Priority:</i> Community College/MSI Collaboration	Capacity-building for post-secondary institutions, community colleges, and MSIs	• Conference on Cuban and Cuban-American Studies • Seminar on the Acquisition of Latin American Library Materials • Emerging Scholars Conference and LACC/State University of Haiti Ethnography Conference

As shown in **Figure 1**, in Section 2.B., 64% of MA LAC Studies graduates were placed in LAC-related positions between 1999-2013, with 31% employed in primary, secondary or post-secondary education. LACC's academic program leadership has significantly ramped-up strategies for tracking graduate placements and advanced language and area studies programs in order to better understand students' career preparation needs and is leveraging increased university-wide investments in graduation assessment and alumni tracking. A committee of three affiliated faculty, using a standardized FIU rubric, now assesses all LAC MA students at graduation, allowing the Center to engage in a university-wide conversation to ensure graduate program quality. Placement data for both graduate and undergraduate students is gathered through FIU's new alumni tracking survey and through a LACC alumni survey. The results of a

recent five-year analysis of LACC graduate placement data are being used to expand LACC's strengths and identify areas for improvement in academic success, advising and alumni relations.

9.B. Equal Access. FIU's newly-appointed Vice Provost for Access and Success coordinates a network of programs and units that support the university's highly diverse student body. The Graduation Success Initiative, recognized with the 2013 Association of Public and Land-Grant Universities MVP award, has increased the 6-year graduation rate to 59%, one of the best for minority-serving institutions nationwide. The Office of Multicultural Programs and Services, Disability Resource Center, Office of Veteran and Military Affairs and Women's Center collaborate to address students' dynamic needs, offering programming and scholarships for academic success, co-curricular engagement, social awareness and leadership development. Human Resources' Office of Equal Opportunity Programs and Diversity maintains an inclusive environment free from discrimination and harassment, ensuring equitable treatment of applicants, employees, and students through professional development, compliance guidance and mediation, programming and academic financial support. Presidentially-appointed members of the University Access and Equity Committee monitor implementation of the University's Affirmative Action Plan and recommend how FIU can be more inclusive of community members with disabilities by addressing physical, social and attitudinal barriers. The impact resonates throughout FIU. In 2012-13, 61% of FIU study abroad students were Hispanic, as compared to the most current Open Doors national survey data, 7.6% (2011-12); 10% were Black, compared to the national average of 5.3%; 41% were 1st Generation and 48%, Pell-eligible.

9.C. Evaluation Plan: The proposed evaluation plan features internally consistent goals, quantifiable performance measures and activities. It enhances the usefulness of results through

ease of year-over-year comparisons and triangulation of quantitative and qualitative data. Data gathered will enable multiple internal and external groups to gain insight into the NRC's progress, the replicability of its successes, and opportunities for increasing success through near- and long-term adjustments. While quantitative measurement of criterion-based objectives will allow the Center to evaluate the extent to which it is achieving expected change, qualitative assessments such as interviews, focus groups, observations and document analyses will provide insight into the factors influencing the amount of change, as well as unexpected outcomes.

For this cycle, LACC will continue to work with Dr. S. Doscher, Associate Director of FIU's Office of Global Learning Initiatives (OGLI), to coordinate program evaluation year-round. OGLI functions as a node in a network of stakeholders, and Doscher leads the implementation and evaluation of FIU's university-wide curriculum internationalization. Her independent and wide-ranging perspective increases LACC's ability to use evaluation to maximize efficiency, impact and sustainability.

Doscher's evaluation plan features a participatory process, involving all stakeholders. Proposed goals, performance measures and activities are based on stakeholders' analyses of evaluation results. For example, to enhance the language proficiency of its graduates, and in response to recommendations from its 2012-13 external evaluator, LACC is working with the Department of Modern Languages to ensure that all Portuguese and Haitian Creole faculty implement task-based pedagogical strategies and ILR-equivalent assessments, and also implement new performance-based Instructor Evaluation Criteria. Performance-measure criteria and activities are based on evaluation results and projections for institutional sustainability. Building upon recent growth, LACC intends to train 40% more K-12 educators through its LAC-related curricular development programs. Based on the immense popularity of its joint-training

programs with Fairchild Tropical Garden—Green Treasures which saw a 91% increase in participants from 2012 [303] to 2013 [580] and the Tropical Botany Workshop for which 100% of participants responded that they would integrate LAC and STEM content into their curricula—LACC is expanding this partnership through “Seeds for Change: The Latin American Ethnobotany Project.” This multifaceted initiative includes additional trainings and the development of “Inspiration through Cultivation,” an interdisciplinary, bilingual, self-paced online ethnobotany course for K-12 teachers.

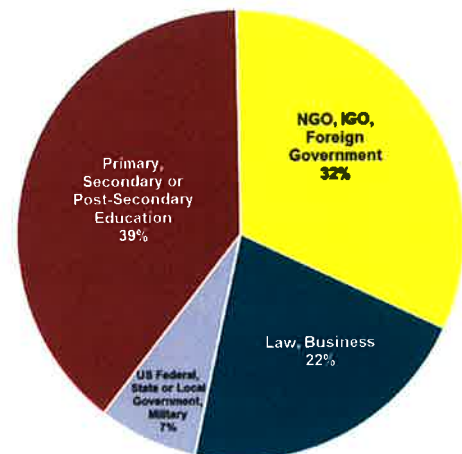
To ensure the feasibility of long-term data collection and to enhance the impact of results, Doscher has already worked with stakeholders to determine: data/indicators that will be used to measure objectives; frequency of data collection; data sources and access; reporting responsibilities; and, baseline and target measures. Going forward, she will build capacity and encourage sustainability by conducting trainings with LACC staff to develop knowledge and skills needed to implement the evaluation plan. She will assist in customizing valid assessment items and instruments and conducting systematic analyses of results. Results will answer key evaluation questions: 1) How well are activities designed and implemented? 2) How well are activities addressing needs and performance-measure criteria? 3) What works best for whom, under what conditions, and why? 4) What are the most impactful activities for the time and money invested? and, 5) How sustainable are impacts and the activities? For more efficient determination of near- and long-term action for improvement, Doscher will assist in developing a web-based dashboard for data mining and analysis. She will also produce interim and annual reports for distribution to stakeholders and the Department of Education. External program evaluation during Years 1 and 3 will supplement internal appraisal, providing in-depth studies of LACC activities. Evaluators with disciplinary and applied expertise will be asked to perform a

Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis of specific LACC programs, assessing the quality of the NRC's activities, the application of current best practices, and potential for institutional sustainability.

9.D. Enhanced Specialized Training and Placement. FIU BA graduates with LAC expertise increased from 1705 in 2010 to 2047 in 2013 (**Table 2.1B**). For the same period, Portuguese, Haitian Creole, and Spanish enrollments increased from 6157 to 7327 (**Table 4.2**). FIU is known for its high-quality, year-round area studies and language instruction in Portuguese and Haitian Creole, with increased attention to Quechua through LACC's Program of Excellence in Andean Studies. FIU's Portuguese program has grown exponentially over the last four years, adding new faculty, a Strategic Language Institute, and a Miami K-12 Portuguese Strategic Planning Committee. LACC receives particular praise for its FLAS-approved LCTL summer program, the Haitian Summer Institute, which has become a model for other universities, community colleges, and NGOs developing or expanding language training programs related to Haiti and Haitian Creole. Now in its 17th year, the Institute has trained students, K-12 teachers, professors, government officials and other professionals from across the globe. Valuing FIU training, both the public and private sectors, especially primary and secondary public schools, recruit many FIU students, including former FLAS recipients (**Figure 2**). **Figure 2. AY FLAS Fellow Placements**

9.E. & 9.F. Addressing National Needs and

Disseminating Information. LACC is committed to raising public awareness of national needs and uses multiple methods to communicate with its national, regional and local communities. LACC's Commissioned Paper Series features studies from leading LAC experts on



key issues impacting national security and economic development. Papers are available on LACC's website and are distributed to senior governmental policy makers and analysts across agencies. Videos on geopolitical issues, such as "Why Venezuela Matters to the US," are posted on YouTube and distributed to major media outlets. LACC has been designated as the launch site of the 2014 Latin American Public Opinion Project "AmericasBarometer" report, a multi-country, bi-annual survey of democratic values and behaviors in the Americas. The data are used by researchers; multi- and bi-lateral organizations; and, perhaps most significantly, by the governments of several LAC countries as a source of independent information with which to assess public opinion and shape policy. LACC collaborates with WLRN-Miami Herald News on the "Latin America Report," a weekly series distributed locally and nationally via radio and web stream. LACC staff and Director Frank Mora use social media (Facebook, Twitter) to highlight issues impacting national needs, and both C-SPAN and local PBS affiliates regularly broadcast LACC events with local and national implications. LACC fulfills the priority of student placement in areas of national need via a multi-pronged approach that features networking opportunities, faculty advising and mentorship, and internships. Moreover, LACC's director, a former senior US government official, holds one-on-one how-to sessions for students interested in public service as part of LACC's Insider's Guide to Government Service.

The Department of Education has identified Portuguese as a funding priority in order to meet pressing national security, international commerce and economic development needs. LACC will award 65% of its requested FLAS fellowships for Portuguese study. In its AY 2014 annual survey of FLAS graduates, LACC found that on average its Portuguese awardees used the language four hours per day in their current employment. The Department of Defense, FEMA and other agencies seek professionals proficient in Haitian Creole and LACC's FLAS survey

respondents reported using that language on the job five hours per day on average. LACC will award 30% of requested FLAS fellowships for study of Haitian Creole and 5% in Quechua.

Criterion 10. FLAS Awardee Selection Procedures. FIU's Graduate School will provide out-of-state tuition waivers with a value of up to \$272,160 per year for all graduate FLAS fellows, thus allowing for the potential of additional awards resulting from savings.

10.A. Advertisement, Selection Process and Correspondence to Priorities. LACC will spearhead an aggressive and strategic advertising campaign that reaches across FIU and other universities and community colleges via: 1) LACC social media, targeted and university-wide listservs, websites and newsletters, and online student message boards; 2) a targeted print campaign using brochures, flyers, memos to all deans, department heads and chairs; 3) a university-wide print campaign featuring ads in the FIU student newspaper *The Beacon* (22,500 weekly circulation) and on-campus radio station, Radiate FM; 4) FLAS program administrator-led information and recruitment sessions in conjunction with recruitment fairs, FIU Orientation, FIU Grad School Open House, FIU Financial Aid Workshops and FIU Study Abroad Fairs; and, 5) joint recruitment with the Colleges of Law, Business, Medicine, Public Health and Social Work, School of Journalism, Brazilian Culture Club and Haitian Student Organization. FIU will also advertise summer FLAS through other US-based LAS programs and CLASP. The campaign will prioritize reaching members of under-represented minorities through existing Title III and V networks across disciplines and professional schools and LACC and FIU Financial Aid will work together to certify demonstrated financial need among high-quality applicants. FIU will accept applications from students at any institution. The advertisement of potential Year 1 awards and a pre-award application process began in April 2014. LACC, in coordination with the College of Arts & Sciences and FIU professional schools, as well as FIU Student Financials,

have put all FLAS award management procedures in place; LACC is prepared to make official awards immediately upon receipt of the Year 1 award notification and FIU will allow tuition reimbursement if agency funds are not available prior to FIU tuition deadlines. Advertising will launch in August of each following year and will continue until applications are due in February.

10.B. Application. In a process designed to capture both qualitative and quantitative data, students will submit an application form, test scores (GRE, GMAT, LSAT, MCAT, ACT, SAT, etc.), transcripts with cumulative GPA, a statement of purpose including direct relevance of language study to academic and career goals, and letters of recommendation. Department and professional school graduate directors will be encouraged to nominate outstanding candidates. Applications will be due in February. AY fellowships will be announced simultaneously with admissions, and summer fellowships will be announced in mid-April.

10.C. Selection Committee and Criteria. The FLAS selection board is appointed by the LACC Director and will include members of LACC's Graduate Studies Committee (**Table 6.2**), whose members are rotated regularly to represent departments and colleges throughout the university. Additionally, at least one LCTL language specialist, one professional school faculty member, and LACC's associate director will serve on the committee. Applicant files and scoring sheets will be distributed to the board upon completion of a February FLAS Fellow Selection Process Orientation and Q&A, co-led by LACC's Director and Associate Director/FLAS Program Manager. Board members will review application packets, complete a scoring sheet for each applicant and calculate preliminary rankings. The full board will convene in March, when it will once again be provided with clear guidelines, discuss individual rankings, review the certification of demonstrated financial need as defined by part F of Title IV of the HEA and grant extra points for those high-quality applicants who qualify, and make final award decisions.

Criterion 11. NRC Competitive Preference Priority 1 and 2. FIU, as an MSI with productive and long-term partnerships with other MSIs and community colleges, continues to develop, implement, evaluate, refine, and expand programming that has a direct and positive impact on minorities and other under-served populations. LACC's list of proposed activities in collaboration with colleges of education leverages existing strengths to more directly connect educators with international learning opportunities and applied practice. 20 proposed activities meet Priority 1 and serve to build upon an already robust program in support of MSIs and community colleges and further FIU efforts to facilitate the internationalization of curricula and increased training in foreign languages. 15 proposed activities meet Priority 2, and support further integration of international and intercultural studies and foreign language into teacher education to meet existing and future K-12 demands (**see Criterion 8 and Appendix A**).

FLAS Competitive Preference Priority 1 and 2. FIU commits that at least 65% of awarded FLAS fellows will be high-quality applicants with demonstrated financial need. FIU financial aid data supports this demand. More than 17,000 FIU students currently receive Pell grants—the 4th largest number of recipients among public universities in the US—with 69% receiving the maximum award based on an expected family contribution of \$0. In Fall 2012, 8401 Pell recipients earned a B average or higher (3.0+ GPA). 84% of financial aid recipients at FIU are 1st Generation college students. FIU is committed to training students in Portuguese, Haitian Creole and Quechua. In 2009-10, 47% of LACC's FLAS awards went to students studying US national priority languages and 53% to those studying the indigenous LCTL Haitian Creole. In 2014-18, FIU will offer 70% of requested awards to students studying the LAC-related US national priority languages: 65% for Portuguese and 5% for Quechua.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Florida International University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	73,756	71,657	89,957	110,757		\$346,127
2. Fringe Benefits	15,550	14,935	20,291	26,380		\$77,156
3. Travel	22,100	23,100	16,200	16,700		\$78,100
4. Equipment						
5. Supplies	18,250	21,250	15,500	13,000		\$68,000
6. Contractual						
7. Construction						
8. Other	133,450	131,500	121,800	97,000		\$483,750
9. Total Direct Costs (lines 1-8)	263,106	262,442	263,748	263,837		\$1,053,133
10. Indirect Costs*	21,049	20,995	21,100	21,107		\$84,251
11. Training Stipends	343,500	346,500	343,500	346,500		\$1,380,000
12. Total Costs (lines 9-11)	\$627,655	\$629,937	\$628,348	\$631,444		\$2,517,384

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions: 2517384

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services (DHHS) The Indirect Cost Rate is 45.00%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C – BUDGET NARRATIVE (see instructions)						

Appendix A: FIU Itemized Budget

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
Florida International University National Resource Center (NRC) Budget					
A. Personnel & Fringe					
1. LCTL Language Instruction and Administration					
a. FIU Modern Languages, Advanced Haitian Creole Instructor (Summer C: 100% time/100% salary) Nicolas Andre	11,257	11,657	12,057	12,457	Absolute Absolute
29.27% salary fringe	3,295	3,412	3,529	3,646	
Summer salary for instruction of Advanced Haitian Creole as part of FIU's Haitian Summer Institute, Haitian Summer Institute K-12 Teacher Stipends and LCTL initiatives.					
b. FIU Visiting Professor of Haitian Literature and Linguistics (Spring in Y2: 100% time/100% salary; Fall and Spring in Y3 and Y4: 100% time/100% salary) TBA					
29.27% salary fringe		17,500	35,400	35,800	
9-month salary to hire additional Haitian Creole instructor to support expansion of instruction of Haitian Creole Literature and Film as part of FIU's Haitian Studies Program of Excellence and LCTL initiatives.		5,122	10,362	10,479	
c. FIU/Miami Dade County Public Schools/Consulate of Brazil South Florida K-12 Portuguese Consortium Curriculum Specialist (Fall and Spring: 100% time/100% salary) Beatriz Cariello	20,000	20,000	20,000	20,000	Absolute Absolute
2.43% salary fringe	486	486	486	486	
Salary supplement for Curriculum Specialist to support improved development of standardized K-12 Portuguese language curricula in accordance with Florida Sunshine Standards and Common Core. Housed at FIU with mandate to serve all South Florida K-12 institutions with Portuguese language programs and facilitate further institutionalization and/or expansion of programs.					
Subtotal, LCTL Language Instruction and Administration--Personnel	35,037	58,177	81,834	82,868	
2. Area Studies and Other Instruction and Administration					

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
a. Latin American Visiting Law Professor (4.5 months @ 100% time/50% salary in Y1 and Y4; 2.25 months @ 100% time/50% salary in Y2 and Y3) Leveraged by FIU College of Law	40,000 11,708	20,000 5,854	20,000 5,854	40,000 11,708	CP #2 CP #2
29.27% AY fringe					
FIU will invite one distinguished law professor from Latin America every year. The Latin American Visiting Law Professor will teach in the FIU College of Law for one semester in his/her area of expertise. A public call for applications and nominations will be circulated and the selection committee will be comprised of area studies and Law faculty. Appointments will be made with a view to enriching the teaching of Latin American and inter-American law at FIU and/or Latin American Law taught in Spanish.					
b. LACC/FIU College of Education Latin American and Caribbean Internship Program Coordinator					
Support for coordinator of internship program designed to place International and Intercultural Education graduate students in LAC-related domestic and international internships.					
(Fall and Spring: 100% time/50% salary)	2,500 61	2,500 61	2,500 61	2,500 61	
2.43% salary fringe					
Subtotal, Area Studies and Other Instruction and Administration-Personnel	54,269	28,415	28,415	54,269	
Total Personnel Request	89,306	86,592	110,248	137,137	
B. Travel					
1. Domestic Travel					
a. FIU LRC and CLASP LCTL Collaboration 2 trips/year @ up to \$1,000 each for faculty and center staff to travel to LRC and CLASP workshops to participate in LCTL initiatives in proficiency testing, online teaching, and instructional material development. Gradual transfer of partial expense to non-NRC funds in Y2 and Y3.	1,000	1,000	500	250	
b. FIU Faculty Development Travel 8 travel awards/year @ \$400 each for LACC faculty (see App. B) for LAC professional linkages, professional conferences, and course development activities that support Center goals and objectives.	3,200	3,200	3,200	3,200	

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
c. FIU LACC Directors Travel 4 trips/year @ \$750 each for Center directors to meet annually at LAC professional meetings (LASA, etc.) to conduct planning and professional linkages with other NRCs and non-NRCs--locations vary by year. Leveraged by non-NRC institutional funds.	3,000	3,000	3,000	3,000	Absolute
d. FIU LAC Collection Library Directors Travel 2 trips/year @ \$500 each for FIU LACiC and FIU Law Library Directors, for travel to U.S.-based conferences, meetings, and book fairs for professional linkage and LAC collection development--locations vary by year.	1,000	1,000	1,000	1,000	
e. FIU K-12 Teacher Training Outreach Travel 2 trips/year @ up to \$500 each for FIU outreach directors, faculty, and staff to travel to country-wide or Florida state-wide teacher meetings to deliver FIU outreach events--locations vary by year. Gradual transfer of expense to non-NRC funds in Y3 and Y4.	1,000	1,000	500	250	
f. FIU Haitian Summer Institute Instructor Travel 1 trip/year @ \$500 for secondary Haitian Creole Instructor to travel to Miami to provide instruction as part of FIU's Haitian Summer Institute. Transfer of full expense to non-NRC funds in Y3 and Y4.	500	500			
g. FIU Study Abroad Directors Travel Partial support for 3 trips/year @ up to \$1300 each for LACC Argentina, Brazil and Haiti study abroad directors' travel. Gradual transfer of expense to non-NRC funds in Y3 and Y4.	3,900	3,900	1,500	1,500	
Subtotal, Domestic Travel--Travel	13,600	13,600	9,700	9,200	
2. International Travel					
a. FIU International Linkage Travel 10 trips/year @ up to \$500 each for LACC directors, staff, and faculty (see App. B) to travel to LAC region for development of professional linkages and international agreements and for professional conferences/meetings in support of Center goals and objectives. Gradual transfer of partial expense to non-NRC institutional funds in Y3 and Y4.	5,000	5,000	3,500	3,500	

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
b. FIU LAC Collection Library Directors Travel 2 trips/year @ \$500 each for FIU LACiC and FIU Law Library Directors, for travel to LAC-based conferences, meetings, and book fairs for professional linkage and LAC collection development--locations vary by year.	1,000	1,000	1,000	1,000	
c. FIU LCTL Testing Initiative-Portuguese 1 trip every other year @ \$1000 for FIU Portuguese faculty to receive training in support of FIU testing center for official Portuguese Proficiency examination.		1,000		1,000	
d. FIU/dLOC Haitian Art Digital Archive Travel funding for FIU faculty and directors to further expand digital content holdings in Haitian Creole for the Digital Library of the Caribbean (dLOC). FLAC content will focus on the arts, support the development of new technology-based teaching materials for use in FIU Language Lab, and promote the LCTL Haitian Creole. Content will be in Haitian Creole. Gradual transfer of partial expense to non-NRC funds in Y3 and Y4.	2,500	2,500	2,000	2,000	
Subtotal, International Travel--Travel	8,500	9,500	6,500	7,500	
Total Travel Request	22,100	23,100	16,200	16,700	
C. Supplies					
1. Library Acquisitions					
a. FIU Libraries LAC Collection Development Funding for focused collection development to strengthen LAC holdings based on faculty teaching and research interests as follows: Governance and Security, Hurtado de Mendoza Cuban Genealogy, Brazilian Studies, and Caribbean Studies.	6,000	7,000	5,000	4,500	
b. FIU Law Library LAC Collection Development Funding for focused collection development to strengthen LAC Law holdings based on faculty teaching and research interests. Collection priorities include: History and Development of Legal Systems in LAC; Criminal, Civil, Commercial and Labor Codification in LAC; LAC Comparative Law; Caribbea Law, and Legal Bibliographies/Treatises on MERCOSUR, UNASUR, NAFTA, CAFTA, Comunidad Andina.	5,000	7,000	4,000	5,000	

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
Subtotal, Library Acquisitions--Supplies	11,000	14,000	9,000	9,500	
2. Outreach Supplies					
a. FIU/History Miami Latin America Living Map K-12 Online Curriculum Project Development of expanded curricular resources to be used in conjunction with the FIU/History Miami Title VI-funded Latin American Living Map.			1,500		Absolute
b. FIU/UF/UNM Portuguese Language Journal Support for further development of the Portuguese Language Journal to promote and improve the teaching of Portuguese as a foreign language.	250	250	250	250	Absolute; CP #1
c. FIU/UF/Vanderbilt Latin American Studies Webinar Series for Educators Development of interdisciplinary webinar series on Latin America and the Caribbean to expand access to K-18 and MSI educators in an effort to globalize curricula and support enhanced foreign language instruction and training. Gradual transfer of partial expense to non-NRC funds in Y3 and Y4.	1,000	1,000	750	250	Absolute; CP #1
d. FIU/Florida Memorial University MI-BRIDGE (Minority Institutions Building Resources to Ignite Development and Growth in Education) Educator Toolkit					
FIU (Title V)/FMU (Title III HBCU) partnership program for the development of culturally-appropriate Spanish foreign language instructional materials by MSIs for MSIs designed to bridge the existing curricular gap to better serve under-resourced learners and support successful foreign language learning among HBCU and other minority students. Toolkit available to K-18 educators beginning in Year 3.	3,000	3,000	3,000	3,000	Absolute; CP #1
e. FIU Venezuelan Law Reader Development of online Law and Latin American Studies publication focusing on legal issues and policy in Venezuela in support of FIU's Andean Program of Excellence and FIU's Venezuelan Studies Initiative. Gradual transfer of partial expense to non- NRC funds in Y3 and full expense in Y4.	3,000	3,000	1,000		
Subtotal, Outreach Supplies--Supplies	7,250	7,250	6,500	3,500	
Total Supplies Request	18,250	21,250	15,500	13,000	

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
D. Other					
1. Outreach Activities					
a. FIU K-12 Teacher Training Workshops					
Professional service fees for up to 8 speakers/year @ \$250 each to support 4 K-12 Teacher Training Workshops per year. Programs include: National Security Studies Summer Institute on LAC; LACC/Perez Art Museum Miami K-12 Latin American Art Program; LACC/CIBER Language for Business Workshop; LACC/Miami Dade County Public Schools Teacher Training Workshop Series. Speakers come from LACC faculty (see App. B) or external sources--topics and locations vary. Gradual transfer of partial expense to non-NRC funds in Y3 and Y4.	2,000	2,000	1,000	1,000	Absolute
b. FIU/Florida Memorial University MI-BRIDGE (Minority Institutions Building Resources to Ignite Development and Growth in Education) Post-Secondary Faculty Training Workshops					
Professional service fees to support 2 workshops/year @ \$1500 each. Workshop content focuses on communicative language teaching strategies, pedagogy, and curricular development designed to better serve foreign language learners who are under-resourced students, HBCU students, first generation students and other minorities. Speakers come from LACC faculty (see App. B) and Florida Memorial University faculty.	3,000	3,000	3,000	3,000	CP #1
c. FIU Distinguished Speaker Series and Teacher Training					
Professional service fees @ up to \$3000/year and 1 trip/year @ \$2000 each for LAC-based distinguished speakers to travel to FIU for presentations related to LACC Teacher Training Workshops and LACC Programs of Excellence. Annual events planned: Land Tenure Reform in LAC (Hernando de Soto); Brazilian Cultural Powerhouses (Caetano Veloso); The War on Drugs Four Decades Later (Javier Cecilia); Ladders to Success: Combating Juvenile Delinquency and Addiction in LAC through Education, Nutrition and Sports (Rafa Marquez). In partnership with Miami Dade College Center for Latin American and Caribbean Initiatives and Miami Dade County Public Schools. Leveraged by non-NRC institutional funds.	5,000	5,000	4,000	3,500	Absolute; CP #1
d. Seeds for Change: The Latin American and Caribbean Ethnobotany Project. FIU K-12 STEM Outreach with Fairchild Tropical Botanic Garden.					

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
\$600/year for support for instruction, curriculum development, curricular materials and post-Institute focus group for FIU/Fairchild Tropical Botanic Garden (FTBG) Tropical Botany Summer Institute for Teachers; \$300/year for FIU/FTBG K-12 Teacher Training Workshop on Ethnobotany of LAC with the Amazon Conservation Team; \$4000/year for support of the FIU/FTBG Green Treasures as part of the Fairchild Challenge Program (3 trainings annually in Spanish, Haitian Creole and English); \$24,000 in year 2 for support of development and launch of Inspiration through Cultivation, an inter-disciplinary, bi-lingual, self-paced online ethnobotany course for K-12 teachers and \$12,000/year in years 3 and 4 for continued expansion of online learning modules in Spanish. In partnership with Miami Dade College.	4,900	28,900	16,900	16,900	Absolute; CP #2
e. FIU K-12 Outreach: Miami International Film Festival					
Fees for FIU to sponsor 3 screenings of LAC-content films for pre-service teachers and K-12 teachers and students and 1 screening of LAC-content films for Title III/V faculty. Support for professional service fees for the development of curricular resources related to the film and guest lecturers to provide pre-screening and post-screening seminars as part of Miami International Film Festival regular program. In partnership with Miami Dade College. Gradual transfer of partial expense to non-NRC funds in Y3 and Y4.	5,000	5,000	3,500	2,500	Absolute; CP #1
f. FIU/Inter-American Press Association/FCCPA Webinar Series					
Professional fees for 4 programs/year @ \$250 each to support outreach to media through online webinars in Spanish and/or Portuguese produced in collaboration with Miami-based Inter-American Press Association with particular focus on freedom of the press and reporting on Latin America and the Caribbean. In partnership with FIU Journalism, Miami Dade College, Broward Community College, and Florida Community College Press Association (FCCPA).	1,000	1,000	1,000	1,000	CP #1
g. CLASP Exhibit Booth at the National Council for Social Studies Conference Joint collaboration among various NRCs and CLASP member institutions to disseminate K-12 resources to teachers. Transfer of full expense to non-NRC funds in Y3 and Y4.	500	500			Absolute; CP #1
h. National Council for Social Studies Conference K-12 Teacher Stipends 2 stipends/year @ \$2000 each to support South Florida teacher participation in National Council for Social Studies Conference. Gradual transfer of partial expense to non-NRC funds in Y3 and Y4.	4,000	4,000	3,000	2,000	Absolute; CP #2

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
i. FIU/dLOC Digital Art Archive Initiative Professional fees to develop digital content holdings for the Digital Library of the Caribbean in the area of the arts, while promoting the LCTL Haitian Creole. All content will be in Haitian Creole with English subtitles. Gradual transfer of partial expense to non-NRC funds in Y3 and Y4.	2,500	2,500	2,000	2,000	CP #1; CP #2
j. FIU/dLOC Digital Scholarship in Haiti Consortium 2 trips every other year @ up to \$1500 each and \$3000 in professional fees every other year for development of digital content by partner faculty and education and digital humanities scholars from University of Miami, Nova Southeastern University, State University of Haiti and Quisqueya University to participate in consortium meetings and scholarly exchanges in the areas of social science, education, law, and history. Leveraged by non-NRC institutional funds.	6,000		4,500		
k. Haitian Summer Institute K-12 Teacher Stipends 3 stipends @ \$1500 each for K-12 teachers and community college faculty who serve high % of Haitian Creole-speaking students to participate in FIU's Haitian Summer Institute and Study Abroad.	4,500	4,500	4,500	4,500	
l. FIU FLAC Lecture Series 8 professional fees/year @ \$500 each and 6 trips/year @ \$500 each for speakers to deliver 2 lectures/fall and spring in Portuguese and 4 lectures/summer in Haitian Creole at FIU. Gradual transfer of partial expense to non-NRC funds in Y3 and Y4.	7,000	7,000	3,000	2,750	
m. FIU Latin American and Caribbean Studies Faculty Training Seminars for Community Colleges and Title V and III Institutions 2 Latin American and Caribbean Studies seminars/year @ \$500 each presented at gulf coast community colleges and Historically Black Colleges and Universities, including Florida Memorial University and Bethune-Cookman University. Proposed topics include: Venezuela and PetroCaribe; Internationalizing Curricula at the Post-Secondary Level; Student Movements in Brazil; The Church in Latin America and the Caribbean; Hemispheric Security Priorities and the Impact on US/LAC Relations; Displaced Communities and Migration in LAC; Impacts of Prison Violence in LAC on the US; and Public Health Challenges in LAC. Led by faculty from FIU and Miami Dade College.	1,000	1,000	1,000	1,000	CP #1; CP #2

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
n. FIU/CARLA LCTL Training Seminar-Haiti Language and Culture: Integrating Technology into Teaching Professional service fees @ \$1000 every other year and 1 trip @ \$1500 every other year for LRC technology trainer to lead 2-day training seminar for or NRC, non-NRC, and Community College Haitian Creole language faculty from Tulane, Duke, UF, IU, U. Chicago, KU, Palm Beach State College, North West Arkansas Community College and Bronx Community College on Second Language Acquisition of Haitian Creole and Haitian Studies.	2,500		2,500		CP #1
o. FIU/CARLA LCTL Training Seminar-Haiti Language and Culture: Integrating Technology into Teaching 9 trips every other year @ up to \$450 each for NRC, non-NRC, and Community College Haitian Creole language faculty from Tulane, Duke, UF, IU, U. Chicago, KU, Palm Beach State College, North West Arkansas Community College and Bronx Community College to travel to FIU to receive professional LRC-led training in Second Language Acquisition of Haitian Creole and Haitian Studies.	4,050		4,050		CP #1
p. FIU CIBER Professional Development in International Business-Mercosur and FIU CIBER Professional Development in Security and Governance-Central America Support for PDIB Mercosur international study abroad for professionals provides post-secondary faculty from 4-year institutions, MSIs and community colleges across the U.S. with an opportunity to travel to Brazil, Argentina, and Chile to develop a depth of professional knowledge on the region, examine each country's role in the region and how each country negotiates the global economy and the impact of the U.S. on trade and geo-politics. Support for PDIB Central America international study abroad for professionals provides faculty from across the U.S. with an opportunity to travel to Guatemala and El Salvador to study issues related to weak institutions, public policy, transnational crime and illegal trafficking and designed to support the articulation of policy recommendations and create and expand opportunities for enhanced interdisciplinary training and instruction on security and governance. Increased leveraging by non-NRC institutional funds from Y1 to Y2, Y3 and Y4.	2,000	1,500	1,000	1,000	CP #1; CP #2
q. FIU No Man is an Island Cuba Program					

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
\$1500/year for support of K-12 Cuban Art Summer Institute for Teachers; \$500/year for support of LACC/CRI Cuba and the Professions Lecture Series and Seminar; \$500/year for support of Classically Cuban; \$1000 every 18 months for support of K-12 panel as part of the International Conference on Cuban Studies. Leveraged by non-NRC institutional funds.	3,500	2,500	2,500	3,500	Absolute; CP #2
r. FIU/CSIS Congressional Workshop Program					
2 Washington, DC-based workshops/year @ \$4500 each to provide training to US Congressional members and staffers on areas of national interest. Workshop themes include: Untapped Sources of Energy in LAC, Florida's Future Role in Transitions in Cuba, External Actors in LAC; Russia, Iran, China and India, and Human Security in LAC. In partnership with the Center for International and Strategic Studies (CSIS). Transfer of partial expense to non-NRC funds in Y2, Y3 and Y4.	9,000	4,500	4,500	4,500	
s. K-12 Portuguese Expansion					
Support for expansion of Portuguese language course offerings at Miami Beach Senior High in years 1-4 and Ada Merritt K-8 or Doral Middle/John Smith K-8 in year 4. Support of \$7,000 each enables each school to offer 1 additional Portuguese language course to strengthen existing Portuguese programs.	7,000	7,000	7,000	14,000	Absolute
t. XVII International Latin American Jewish Studies Association Conference					
Partial funding for the hosting of the bi-annual international interdisciplinary conference of the Latin American Jewish Studies Association which brings together scholars whose work focuses on the lives, experiences, cultural production, and representations of Jews of Latin America.	2,500				
u. LACC/FIU College of Education/Miami Dade County Public Schools Education Effect Teacher Training Institute: Integrating Latin America and the Caribbean across the Curriculum					
Funding for annual teacher training institute on integrating LAC into the curriculum at Title I-designated Booker T. Washington Senior High as part of the FIU/MDCPS Education Effect program. The Education Effect at Booker T. Washington (where over 20% of students live below the poverty line) focuses on promoting 100 percent graduation, improving college and career readiness and increasing the engagement of parents and the community. Gradual transfer of partial expense to non-NRC funds in Y2, Y3 and Y4.	10,000	9,000	7,000	5,000	Absolute; CP #2

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
v. LACC/Aquarius Teacher Under the Sea Project Partial support for the participation of 1 K-12 teacher to participate in a 3-day underwater education mission related to tropical marine science. Teacher embeds with an FIU research assistant in Aquarius to work alongside FIU faculty, contribute to the mission as a research assistant, learn about the functionality of Aquarius, develop classroom applications related to Aquarius research, and contribute to Virtual Fieldtrips while underwater on the mission. Aquarius Virtual Fieldtrips use technology to connect K-18 institutions, including MSIs and community colleges, across the US and beyond with Aquarius researchers during a mission. Virtual Fieldtrips available in English and Spanish. Leveraged by non-NRC institutional funds.	10,000	10,000	10,000	10,000	Absolute: CP #1; CP #2
w. FIU Annual International Conference on Tropical Medicine 2 trips/year @ up to \$500 each for U.S.-based scholars and 1 trip/year @ up to \$750 for foreign-based scholars to travel to FIU to participate as keynote speakers and panel presenters at the LACC/College of Medicine annual conference on tropical disease. Topics: Current Threats from Tropical and Emerging Diseases; PanAmerican Perspectives on Tropical Diseases; Strengthening Surveillance and Confronting infectious diseases in developing countries; Multi-Drug-Resistant Tuberculosis: A New Problem for the Next Decade in the Americas. Gradual transfer of expense to non-NRC funds in Y3 and Y4.	1,750	1,750	1,500	1,000	
x. FIU Annual Journalists & Editors Workshop on LAC 2 trips @ \$750 each for U.S.-based and 3 trips @ \$1000 each for LAC-based scholars, journalists, and policy-makers to travel to Miami to participate as keynote speakers and panel presenters at annual J&E Workshop. 4 travel grants @ \$750 each for U.S.-based journalists to travel to Miami to attend the workshop. Topics: Technology and Infrastructure: LAC's Achilles Heel; Sea-Level Rise in LAC and the Threat to US National Security; Anticipating the Next Great Recession: Asia & Latin America and the Caribbean; Making the Invisible Visible: Reporting on Displaced Communities in LAC. In partnership with FIU Journalism, Miami Dade College, Broward Community College, and Florida Community College Press Association.	7,500	7,500	7,500	7,500	CP #1
y. K-12 Teacher Travel to World Conference of the Teaching of Portuguese					

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
Travel funding to support the participation of one South Florida K-12 Portuguese language teacher from Miami Beach Senior High, Doral Middle/John Smith K--8, Ronald Reagan High or Ada Merritt Elementary, in the 3-day World Conference of the Teaching of Portuguese, organized by FIU/Miami Dade County Public Schools/Consulate of Brazil South Florida K-12 Portuguese Consortium partner, the American Organization of Teachers of Portuguese. Leveraged by non-NRC institutional funding.	3,000		3,000		Absolute
z. FIU Libraries LAC Collection Travel Grants					
2 travel grants/year @ \$750 each for U.S. scholars to travel to FIU Libraries Special Collections to access the Diaz-Ayala Cuban and Latin American Popular Music Collection or the Bernard Diederich Collection for research and course development.	1,500	1,500	1,500	1,500	Absolute; CP #1
aa. FIU Co-Sponsorship of the Americas Award for Children's and Young Adult Literature and Teacher Training Workshop					
Partial funds to support CLASP's annual Americas Award which promotes the production of quality children's and young adult books that portray LAC-related topics/peoples accurately and provides K-12 teachers with recommendations for classroom use and associated Washington, D.C.-based teacher training.	750	750	750	750	CP #2
Subtotal, Outreach Activities--Other	111,450	110,400	100,200	88,900	
2. Course Development					
a. FIU Area Studies Course Development					
Faculty professional service fees for development of new area studies courses at FIU. 2 FIU courses/year @ \$2500 each in Y1 and Y2. 2 courses/year in Y3 and Y4 with 1:1 match with non-NRC institutional funds. Planned courses: Global Learning for Global Competitiveness; Haitian Creole Literature; Narco-Cultura in Latin America; Pan-Americanism through Visual Culture; Islam and Conversion in Latin America and the Caribbean; Honors: Understanding LAC by Inhabiting Others' Lives; Study Abroad to Peru; and Legal Profession in the Andes. Gradual transfer of partial expense to non-NRC funds in Y3 and full expense in Y4.	5,000	5,000	2,500		
b. FIU LACC Alumni/Miami Dade College LACS Area Studies Course Development Program					

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
Faculty professional service fees for development and teaching of new area studies courses at Miami Dade College. Courses developed in Y1 and taught by FIU Alumni in Y2, Y3 and Y4. 2 courses/year @ \$2300 each. Planned courses: Latin American Civilization; Latin American History; History of Cuba; History of Brazil; Latin American Politics; U.S./Latin American Politics.		4,600	4,600	4,600	CP #1
c. FIU FLAC Faculty Coordinators					
Professional service fees for FLAC Faculty Coordinator to direct FLAC program and provide course development assistance to participating FIU area studies faculty. Transfer of expense off NRC-funds in Y3 and Y4.	2,500	2,500			
d. FIU Foreign Languages Across the Curriculum (FLAC) Course Development Faculty professional service fee for development of new FLAC stand alone area studies for-credit courses at FIU, 1-2 courses/year @ \$2500 each. Courses to be offered in Spanish through FIU College of Arts & Sciences, FIU College of Education or FIU College of Law. Planned courses: Comparative Law in Portuguese; Brazil, The Church and Liberation; Latin American Law for US Lawyers; Technical Legal Spanish; Globalization and Culture in Latin America; Political Thought in Latin America; Introduction to Caribbean Studies; and Crime and Violence in Latin America and the Caribbean.	5,000	5,000	5,000	2,500	CP #2
e. Combating the Epidemiology of Violence Professional Training Support for Y1 course development in English and Y3 course development in Spanish of month-long interdisciplinary seminar for Professional School students and practitioners from Public Health, Medicine, Health Administration, Education and Law on new approaches to reducing vulnerabilities in the LAC region in support of FIU's Programs of Excellence on Security and Governance and Migration and Transient Communities.	2,500		2,500		
Subtotal, Course Development--Other	15,000	17,100	14,600	7,100	
3. Evaluation					CP #2
a. FIU NRC External Evaluators Two professional service fees of \$2000 each for 1 week dedicated to carrying out external evaluation process of NRC.	2,000		2,000		
b. FIU External Evaluator Travel					

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
Support for Y1 course development in English and Y3 course development in Spanish of month-long interdisciplinary seminar for Professional School students and practitioners from Public Health, Medicine, Health Administration, Education and Law on new approaches to reducing vulnerabilities in the LAC region in support of FIU's Programs of Excellence on Security and Governance and Migration and Transient Communities.	2,500		2,500		CP #2
Subtotal, Course Development--Other	15,000	17,100	14,600	7,100	
3. Evaluation					
a. FIU NRC External Evaluators					
Two professional service fees of \$2000 each for 1 week dedicated to carrying out external evaluation process of NRC.	2,000		2,000		
b. FIU External Evaluator Travel					
1 trip @ \$1000 each (year 1 and year 3) for a LAC area and/or language studies specialist and a Title VI-experienced administrative specialist to travel to Miami to carry out external evaluation.	1,000		1,000		
c. FIU NRC Internal Evaluators					
Professional service fees of \$4000/year for FIU Faculty Stephanie Doscher for year-round internal evaluation process of NRC. Transfer of partial expense to non-NRC funds in Y4.	4,000	4,000	4,000	1,000	
Subtotal, Evaluation--Other	7,000	4,000	7,000	1,000	
Total Other Request	133,450	131,500	121,800	97,000	
Subtotal FIU LAS NRC Request	263,106	262,442	263,748	263,837	
Indirect Costs @ 8% of Subtotal	21,049	20,995	21,100	21,107	
Total FIU LAS NRC Request	284,155	283,437	284,848	284,944	

ITEM	Y1 (2014-15)	Y2 (2015-16)	Y3 (2016-17)	Y4 (2017-18)	Priorities: Absolute Competitive (CP)
Florida International University Foreign Language and Area Studies (FLAS) Budget					
A. Academic Year FLAS Fellowships					
1. Institutional Payment					
7 Graduate @ \$18,000/year	126,000	126,000	126,000	126,000	
3 Undergraduate @ \$10,000/year	30,000	30,000	30,000	30,000	
2. Subsistence Allowance					
7 Graduate @ \$15,000/year	105,000	105,000	105,000	105,000	
3 Undergraduate @ \$5,000/year	15,000	15,000	15,000	15,000	
Subtotal, Academic Year FLAS Fellowship Request	276,000	276,000	276,000	276,000	CP #1; CP #2
B. Summer FLAS Fellowships					
1. Institutional Payment					
9 @ \$5,000/year	45,000	45,000	45,000	45,000	
2. Subsistence Allowance					
9 @ \$2,500/year	22,500	22,500	22,500	22,500	
Subtotal, Summer FLAS Fellowship Request	67,500	67,500	67,500	67,500	CP #1; CP #2
Total FIU FLAS Request	343,500	343,500	343,500	343,500	

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Language Proficiency Level Key

S-1: Elementary proficiency; S-2: Limited working proficiency; S-3: Professional working proficiency;
S-4: Full professional proficiency; S-5: Native or bilingual proficiency

MORA, Francisco

Year of Appointment/Experience: 2013

Title/Department: Director, Latin American and Caribbean Center; Professor, Politics and International Relations

Tenure Status: Tenured

Education: B.A., George Washington University, International Affairs, 1986; M.A., University of Miami, Inter-American Studies, 1989; Ph.D., University of Miami, International Affairs, 1993.

Languages: Spanish (S-5), Portuguese (S-3)

Research/Teaching Specialization: Latin American foreign policies, Latin American politics, US-Latin American relations, security and governance in the Americas

Field Research Experience: Paraguay, Cuba, Central America

Selected Publications:

In Press Congress and Civil-Military Relations in Latin America and the Caribbean: Human Rights as a Vehicle, in D. Auerswald & C. Campbell, ed, Legislating Civil-Military Relations, Washington, D.C.: Georgetown University Press.

2013 Cuba: Revolution in the Balance? in H. Wiarda & H. Kline, ed., Latin American Politics and Development, Boulder, Colo.: Westview Press.

2010 Top Seven Myths of US Defense Policy toward the Americas, Military Review 90.

2010 International Relations: General and Hispanic Caribbean, Handbook of Latin American Studies, Austin: University of Texas.

Percentage of Time Devoted to LAS: 100%

Distinctions: Deputy Assistant Secretary of Defense for the Western Hemisphere (2009-2013); Office of the Secretary of Defense Medal for Exceptional Service; J.S. Seidman Research Fellowship, Rhodes College.

ADDY, Dawn

Year of Appointment/Experience: 1999

Title/Department: Director, Center for Labor Research and Studies; Senior Lecturer, Global & Sociocultural Studies and Women's and Gender Studies

Tenure Status: Non-tenure-track

Education: B.F.A., Minneapolis College of Art and Design, Fine Arts, 1972; M.A., University of Minnesota, Industrial Relations, 1988; Ph.D., University of Minnesota at St. Paul, Education, 1997.

Number of Theses Supervised During Past 5 Years: 20

Research/Teaching Specialization: Cultural diversity, conflict resolution, communication skills, labor law, strategic planning and development.

Field Research Experience: Latin America

Percentage of Time Devoted to LAS: 25%

Distinctions: Florida International University, Center for Labor Research and Studies Proclamation in recognition of the faculty and staff for their work conducting essential research, developing curriculum, teaching and community services in labor-management relations across Florida, 2008; Florida International University Excellence in Service Award, 2005; Florida International University Access and Equity Award, 2005.

AHMED, Nasar

Year of Appointment/Experience: 2014

Title/Department: Associate Professor and Founding Chair, Epidemiology, Public Health

Tenure Status: Tenured

Education: B.S., Jahangirnagar University, Bangladesh, Statistics; M.S., Jahangirnagar University, Bangladesh, Applied Statistics; M.P.S., University of the Philippines-Los Banos, Research and Evaluation Methods; Ph.D., Tufts University, Epidemiology and Statistical Analysis.

Research/Teaching Specialization: health disparities in cancer screening, physician recommendation for preventive health behavior, and interventions designed to address these issues

Selected Publications:

- 2010 Randomized controlled trial of mammography intervention in insured very-low-income women. *Cancer Epidemiology Biomarkers Prevention*; 19(7):1790-1798. Ahmed NU, Haber G, Semanya KA, Hargreaves MK.
- 2009 Breast cancer knowledge and barriers to mammography in a low-income managed care population. *Journal of Cancer Education*; 24:261-266. Ahmed NU, Fort JG, Malin Fair A, Semanya K, Haber, G.
- 2006 Colorectal cancer prevention: Adherence patterns and correlates of tests done for screening purposes within US populations. *Cancer Detection and Prevention* 30, 134-143. Ata A, Elzey JD, Insaf TZ, Grau AM, Stain SC, Ahmed NU.
- 2006 Needed change in the healthcare system: Perspectives of lay health workers on cancer prevention. *Journal of Ambulatory Care Management* 29 (1) 17-23. Ahmed NU, Fort JG, Micah TH, Dickerson P Belay Y.

Percentage of Time Devoted to LAS: 25%

ALVARADO, Alejandro

Year of Appointment/Experience: 2011

Title/Department: Associate Professor, Journalism & Mass Communications; Director, Spanish-Language Journalism Master's Program; Director, Hispanic Media Futures Program

Tenure Status: Non-tenure-track

Education: B.A., Universidad Nacional Autónoma de México, Political Science and Public Administration; M.A., University of Miami, Inter-American Studies, 1996; Ph.D., University of Miami, International Studies, 2003.

Number of Theses Supervised During Past 5 Years: 15

Languages: Spanish (S-5)

Research/Teaching Specialization: Latin American journalism, media, communications, public relations

Field Research Experience: Mexico

Selected Publications:

2012 Emerging Realities of US Hispanic Media. Miami: Florida International University.

Percentage of Time Devoted to LAS: 100%

ANDERSON, Elizabeth P.

Year of Appointment/Experience: 2013

Title/Department: Director of International Research Programs, Earth & Environment

Tenure Status: Non-tenure-track

Education: B.A., Honors, University of Georgia, 1998; Ph.D., University of Georgia, Ecology, 2004.

Number of Theses Supervised During Past 5 Years: 4

Languages: Spanish (S-5), Portuguese (S-2), French (S-2),

Research/Teaching Specialization: Tropical biodiversity conservation, freshwater ecology

Field Research Experience: Central America, Andean-Amazon, East Africa

Selected Publications:

2013 Returning to the Colombian Amazon (with J.A. Maldonado-Ocampo), *Science* 342:692-693.

2013 Hydropower Development and Ecosystem Services in Central America. Washington, D.C.: Inter-American Development Bank: Technical Note: IDB-TB-513. 41 p.

2011 A Regional Perspective on Diversity and Conservation of Tropical Andean Fishes (with J.A. Maldonado-Ocampo), *Conservation Biology* 25(1): 30-39.

Percentage of Time Devoted to LAS: 50%

Distinctions: Fulbright Fellowship to Peru, 2014; Research Associate, USAID GLOWS Grant, \$13,836,339, 2010-15; PI, Higher Education for Development Grant, \$749,961, 2012-15.

ANDERSON, William T.

Year of Appointment/Experience: 2000

Title/Department: Associate Professor, Earth & Environment; Director, SERC Stable Isotope Laboratory

Tenure Status: Tenured

Education: B.A., University of Kansas, Geology, 1992; M.S., Syracuse University, Geology, 1995; Ph.D., Swiss Federal Institute of Technology (ETH-Zurich), Natural Sciences, 2000.

Number of Theses Supervised During Past 5 Years: 19

Languages: German (S-4), Russian (S-2)

Research/Teaching Specialization: Stable isotope biogeochemistry, global change/quaternary geology, paleoclimatology

Field Research Experience: Brazil, Peru, Greece, Switzerland

Selected Publications:

2013 The Role of Effective Leaf Mixing Length in the Relationship between $d^{18}O$ of Stem Cellulose and Water

Percentage of Time Devoted to LAS: 25%

Distinctions: American Geophysical Union, Council member and elected co-Chair of the Paleocceanography and Paleoclimatology Focus Group, January 2013 to December 2014; U.S. Department of Interior, South Florida Ecosystem Restoration Program, 2002-2005.

ANDIA, Alfredo

Year of Appointment/Experience:2010

Title/Department: Associate Professor, Architecture

Tenure Status: Tenured

Education: B.A., Universidad Católica de Valparaíso, Chile, Architecture,; M.A., Graduate School of Design, Harvard University; Ph.D., College of Environmental Design, University of California-Berkeley.

Languages: Spanish (S-5)

Research/Teaching Specialization: architectural design, digital technologies and design theories

Field Research Experience: Argentina, Venezuela, Chile, Japan

Percentage of Time Devoted to LAS: 50%

Distinctions: Founder and Coordinator, Internet Studio Initiative

ANDRE, Nicolas

Year of Appointment/Experience: 2010

Title/Department: Instructor, Modern Languages; Co-Director, Haitian Summer Institute, Latin American and Caribbean Center

Tenure Status: Non-tenure-track

Education: M.A., Indiana University, French Instruction, 2008.

Languages: Haitian Creole (S-5), French (S-5), Spanish (S-1), German (S-1)

Research/Teaching Specialization: Haitian Creole Syntax and Haitian Creole/French Contrastive, Study Abroad

Field Research Experience: Haiti

Pedagogy Training: FIU Foreign Language Teaching Methods Course; FIU Teaching Practicum; Center for the Advancement of Teaching Training Workshop Series; ACTFL Workshop; Various Foreign Language Pedagogy Webinars; FIU New Faculty Pedagogy Training; ACTFL-OPI Assessment Workshop; IFLE International Conference on Language Teacher Education

Selected Publications:

2013 Pledman pou yon nòmalizasyon lang kreyòl nan kad amenajman lengwistik - yon Akademi lang pa oblije fè travay negatif, in Akademi Kreyòl Ayisyen: Ki pwoblèm? Ki avantaj? Ki defi? Ki avni? - Ak Kolòk Entènasyonal sou Akademi Kreyòl Ayisyen, Port-au-Prince Éditions de l'Université d'État d'Haïti.

2011 Qui trop embrasse mal éteint. New York: Eksetera.

Percentage of Time Devoted to LAS: 100%

Distinctions: Member, Government of Haiti's Creole Academy.

ARCOS, Sebastian

Year of Appointment/Experience: 2009

Title/Department: Associate Director, Cuban Research Institute; Associate Director of Development, College of Arts & Sciences

Tenure Status: Non-tenure-track

Education: B.A., Florida International University, International Relations, 1999; M.A., Florida International University, Public Administration, 2008.

Languages: Spanish (S-5)

Research/Teaching Specialization: Human rights

Field Research Experience: Cuba

Percentage of Time Devoted to LAS: 100%

Distinctions: Member, Freedom House Delegation to the U.N. Human Rights Commission (1995-97).

ARRARAS, Astrid

Year of Appointment/Experience: 1999

Title/Department: Senior Lecturer and Associate Director of Undergraduate Studies, Politics and International Relations

Tenure Status: Non-tenure-track

Education: B.A., University of Puerto Rico-Mayaguez, Political Science, 1984; M.A., Princeton University, Political Science, 1986; Ph.D., Princeton University, Political Science, 1998.

Number of Theses Supervised During Past 5 Years: 15

Languages: Spanish (S-5), French (S-2), Portuguese (S-2)

Research/Teaching Specialization: Revolution, transitions and democracy in Latin America

Field Research Experience: Argentina, Uruguay, Mexico, Venezuela

Percentage of Time Devoted to LAS: 100%

Distinctions: Florida International University Educational Leadership Enhancement Program, 2004-05.
Florida International University Foundation Excellence in Teaching Award, 2004.

ARRIETA, Alejandro

Year of Appointment/Experience: 2013

Title/Department: Assistant Professor, Health Policy & Management, Public Health

Tenure Status: Tenure-track

Education: B.A., Pontificia Universidad Catolica del Peru, Economics, 1996; M.A., Universidad el Pacifico, Peru, Finance, 2002; Ph.D., Rutgers University, Economics, 2008.

Languages: Spanish (S-5)

Research/Teaching Specialization: Health economics, health care utilization and quality, health care finance, public and private health care systems in Latin America

Field Research Experience: Peru

Selected Publications:

2011 The Private Health Care Sector and the Provision of Prenatal Care Services in Latin America (with A. Garcia-Prado & J. Guillen), *World Development* 39: 615-622.

2011 Health Reform and Cesarean Sections in the Private Sector: The Experience of Peru, *Health Policy* 99: 124-130.

Percentage of Time Devoted to LAS: 100%

AYSA-LASTRA, María

Year of Appointment/Experience: 2005

Title/Department: Assistant Professor, Sociology

Tenure Status: Tenure-track

Education: B.A., Instituto Tecnológico Autónomo de México (ITAM), Mexico City, 1996; M.A., Georgetown University, Public Policy, 2000; Ph.D., University of Pennsylvania, Demography, 2005.

Languages: Spanish (S-5)

Research/Teaching Specialization: Forced migration, international migration from Latin America to North America and Europe, migration theory and remittance use, quantitative research methods, population aging in Latin America

Field Research Experience: Mexico, Colombia

Percentage of Time Devoted to LAS: 100%

Distinctions: Doctoral Dissertation Grant, Population Studies Center, Mellon Foundation, University of Pennsylvania, 2004-05.

BALDOR, Aurelio

Year of Appointment/Experience: 1990

Title/Department: Senior Instructor, Modern Languages

Tenure Status: Non-tenure-track

Education: B.S., Fordham University, Education, 1968; M.A., Florida International University, Hispanic Studies, 1987; M.A., New York University, Spanish, 1975.

Languages: Spanish (S-5), Portuguese (S-2), Italian (S-2)

Research/Teaching Specialization: Culture and civilization of Spain and Spanish America, twentieth-century peninsular and Spanish American literatures, poetry of the Andean region, applied linguistics and language teaching pedagogy

Field Research Experience: Spain, Chile

Pedagogy Training: FIU Foreign Language Teaching Methods Course; FIU Teaching Practicum; Center for the Advancement of Teaching Training Workshop Series; ACTFL Workshop; Various Foreign Language Pedagogy Webinars

Percentage of Time Devoted to LAS: 100%

Distinctions: Commendations for outstanding teaching and achievement in the area of Spanish language and culture; Commendations for training and supervision of new teachers and quality of programs developed.

BARALT, Melissa

Year of Appointment/Experience: 2010

Title/Department: Assistant Professor of Modern Languages, Applied Linguistics

Tenure Status: Tenure-track

Education: B.A., University of Virginia, Linguistics, 2003; M.S., Georgetown University, Applied Linguistics, 2007; Ph.D., Georgetown University, Applied Linguistics, 2010.

Number of Dissertations Supervised During the Past 5 Years: 2

Languages: Spanish (S-4)

Research/Teaching Specialization: Second language acquisition and bilingualism, psycholinguistics, individual differences, classroom- and online-based language learning, methodology of language teaching, teacher education

Field Research Experience: Venezuela

Pedagogy Training: FIU New Faculty Pedagogy Training; Center for the Advancement of Teaching Training Workshop Series

Selected Publications:

In Press Task Sequencing and Instructed Second Language Learning (with R. Gilabert & P. Robinson). London: Bloomsbury.

2014 Exploring Learner Perception and Use of Task-based Interactional Feedback in FTF and CMC Modes (with L. Gurzynski-Weiss), *Studies in Second Language Acquisition* 36.

2013 The Impact of Cognitive Complexity on Feedback Efficiency during Online versus Face-to-Face Interactive Tasks, *Studies in Second Language Acquisition* 35.

2013 Does the Medium Really Matter in L2 Development? The Validity of CALL Research Designs (with L. Cerezo et al.), *Computer Assisted Language Learning* 26.

2012 Coding Qualitative Data, in A. Mackey and S. Gass (eds.), *Research Methods in Second Language Acquisition: A Practical Guide*. Malden: Wiley-Blackwell, pp. 222-244.

Percentage of Time Devoted to LAS: 100%

BATES, Constance

Year of Appointment/Experience: 1983

Title/Department: Associate Professor, Management and International Business

Tenure Status: Tenured

Education: M.B.A., Indiana University, Marketing, 1974; M.A., Indiana University, History of Art, 1975; D.B.A., Indiana University, International Business, 1979.

Research/Teaching Specialization: Creativity and innovation, international business, international management, international strategic management

Selected Publications:

2012 Student Preferences Regarding Sustainability Topics in the Business Curriculum, Interviewing, and Job Offers (with R. Silverblatt & J. Kleban), *Business Review* 20(2): 23-29.

2010 Updating a Business Environment Management Track (with R. Silverblatt & J. Kleban), *Journal of the American Academy of Business* 15 (2): 43-49.

Percentage of Time Devoted to LAS: 25%

BECEL, Pascale

Year of Appointment/Experience: 1992

Title/Department: Associate Professor of French; Chair, Modern Languages

Tenure Status: Tenured

Education: Licence, Université de Caen, France, English, 1981; Maîtrise C2, Université de Caen, France, American Civilization, 1983; M.A., West Virginia University, Morgantown, Literature and Languages, 1986; Ph.D., University of California, Davis, French Literature, 1992.

Languages: French (F-5) Spanish (S-4)

Research/Teaching Specialization: Francophone women writers with focus on gender and racial issues, 20th-century French novel, Francophone literature of the Caribbean, Francophone literature of Africa, women writing in French

Field Research Experience: Africa

Percentage of Time Devoted to LAS: 25%

Distinctions: Florida International University Operational Excellence Award, 2009.

BELLO, Maria

Title/Department: Archivist, FIU Libraries

Tenure Status: Non-tenure-track

Percentage of Time Devoted to LAS: 25%

Distinctions: Member, Library Services of the Florida Virtual Campus Next-Gen ILS Task Force, 2013-2014

BENNETT, Bradley C.

Year of Appointment/Experience: 1992

Title/Department: Professor, Biological Sciences

Tenure Status: Tenured

Education: B.A., Bucknell University, Biology, Geology and Geography, 1978; M.S., Florida Atlantic University, Biology, 1982; Ph.D., University of North Carolina, Biology, 1988.

Number of Theses Supervised During the Past 5 Years: 6

Languages: Spanish (S-3)

Research/Teaching Specialization: Ethnobotany in lowland neotropical regions, medicinal plants, tropical forest conservation

Field Research Experience: Amazonian Ecuador, Amazonian Peru, Colombia, Cuba, Chile, Ecuador, Panama

Percentage of Time Devoted to LAS: 50%

Distinctions: President of the Society for Economic Botany 2004-2005; Associate Editor Economic Botany; Advisory Board of the American Botanical Council; Senior Research Associate National Tropical Botanical Garden, Kampong; Scientific Advisory Board, Program for Economic Botany in Latin America and the Caribbean; Honorary Assistant Curator, Herbario Nacional, Museo Ecuatoriano de Ciencias Naturales, Quito, Ecuador.

BERNIER, Judith

Year of Appointment/Experience: 2012

Title/Department: Associate Director of Academic Programs, Instructor, Center for Labor Research and Studies

Tenure Status: Non-tenure-track

Education: Ph.D., Florida International University, Adult Education and Human Resource Development, 2010.

Research/Teaching Specialization: Social justice, diversity, career development, immigrants

Selected Publications:

2013 Critical Race Theory: Focusing the Lens on Human Resource Development (with T. Rocco), FIU Digital Commons.

2013 An Examination of Qualitative Empirical Studies of the AHRD from 1999-2003 (with T. Rocco, et al.) FIU Digital Commons.

2012 The Complacent Acceptance of Diversity: Human Resource Development in a Culturally Diverse Environment, FIU Digital Commons.

Percentage of Time Devoted to LAS: 25%

BERRY, John

Year of Appointment/Experience: 2006

Title/Department: Associate Professor, Chemistry and Biochemistry

Tenure Status: Tenured

Education: B.S., University of Michigan, Biology, 1993; Ph.D., Cornell University, Phytochemistry, 1998.

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-3)

Research/Teaching Specialization: Toxic or otherwise bioactive metabolites from marine and freshwater algae, investigation of toxins from cyanobacteria in freshwater systems in temperate and tropical Mexico

Field Research Experience: Venezuela, Mexico, Peru, Dominican Republic, Africa

Selected Publications:

- 2012 Detection of Total Microcystin in Fish Tissue Based on Lemieux Oxidation and Recovery of 2-Methyl-3-Methoxy-4-Phenylbutanoic Acid (MMPB) by Solid-Phase Microextraction/Gas Chromatography/Mass Spectrometry (SPME-GC-MS) (with P. Suchy), *Intl. J. Environ. Anal. Chem.* 92: 1443-1456.
- 2012 Apparent Bioaccumulation of Cylindrospermopsin and "Paralytic Shellfish Toxins" by Finfish in Lake Catemaco (Veracruz, Mexico) (with A Jaja-Chimedza, et al.), *Food Add. Contam.* 29: 314-321.
- 2011 Bioaccumulation of Microcystins by Fish Associated with a Persistent Cyanobacterial Bloom in Lago de Patzcuaro (Michoacan, Mexico) (with E. Lee, et al.), *Environ. Toxicol. Chem.* 30: 1621-1628.
- 2010 First Report of Cylindrospermopsin and Saxitoxin in a Mexican Freshwater System, and Apparent Accumulation of the Toxins in "Tegogolo" Snail (*Pomacea patula catemacensis*) (with O. Lind), *Toxicon* 55: 930-938.

Percentage of Time Devoted to LAS: 25%

Distinctions: Mentor and member of Selection Committee for the NIH-Cornell Minority Health and Health Disparities International Research Training (MHIRT) Program; Faculty Senate member; Editor for the international, open-access journals *Toxins* and *Marine Drugs*.

BHAT, Mahadev G.

Year of Appointment/Experience: 1994

Title/Department: Associate Professor, Earth & Environment, Economics

Tenure Status: Tenured

Education: M.S., University of Agricultural Sciences, India, Agricultural Economics; Ph.D., University of Tennessee, Agricultural Economics, 1991.

Number of Theses Supervised During Past 5 Years: 7

Languages: Hindi (S-2), Kannada (S-4)

Research/Teaching Specialization: Natural resource economics and policy, payment for environmental services, agroecology, sustainable coastal resource management, agriculture and the environment

Field Research Experience: India, Kenya, Tanzania, Caribbean

Selected Publications:

- In Press Environmental Pollutant Exchange for solving Watershed Water Quality Problems (with J. Corrales, et al.), *Irrigation and Drainage*.
- 2012 Ecological, Economic and Organizational Dimensions of Organic Farming (with C. Sheahan, et al.), *Journal of Sustainable Agriculture* 36:83-105.

Percentage of Time Devoted to LAS: 25%

Distinctions: USDA (CSREES) HSI award (co-PI with Suzanne Koptur, Krish Jayachandran and Aseefa Melesse), Agroecology Program Capacity Building, August 2008-July 2011.

BIDEGAIN, Ana María

Year of Appointment/Experience: 2005

Title/Department: Professor, Religious Studies

Tenure Status: Tenured

Education: B.A., Universidad la República Oriental del Uruguay, History, 1970; M.A., Université Catholique de Louvain, History, 1975; Ph.D., Université Catholique de Louvain, History, 1979.

Number of Theses Supervised During Past 5 Years: 4

Languages: Spanish (S-5), French (S-4), Portuguese (S-3), Italian (S-3)

Research/Teaching Specialization: Women in Latin American religions; Christianity in Latin America; history of religion in Latin America

Field Research Experience: Argentina, Brazil, Colombia, Ecuador, France, Italy, Belgium, Spain, Uruguay

Selected Publications:

- 2013 Secularización y laicidad en Colombia (1820-1886), in C. Touris, ed., *Dilemas del catolicismo contemporáneo en Europa y América Latina*. Rosario, Argentina: Ediciones Prohistoria.
- 2011 Factores sociales fundantes en la construcción y devenir de la nación colombiana y latinoamericana. El caso de las mujeres, in *Bicentenario y Cristianismo La presencia cristiana en la Independencia de las naciones americanas*. Bogotá: CELAM.
- 2010 *Recopilación y análisis de la literatura existente sobre la emigración colombiana hacia Europa y América Latina* (ed.). Bogotá, Colombia: International Organization for Migrations, United Nations & Colombian Foreign Ministry.
- 2010 Christianity in Latin America, 1910-2010, in T. Johnson and K. Ross, eds., *Atlas of Global Christianity*. Edinburgh: University of Edinburgh Press.

Percentage of Time Devoted to LAS: 100%

Distinctions: The Sor Juana Inés de la Cruz Feminist/Mujerista Theology Professorship, Hispanic Summer Program For Excellence in teaching feminist/mujerista theology and ministry, Princeton University, 2010.

BITSUAMLAK, Girma

Year of Appointment/Experience: 2007

Title/Department: Assistant Professor, Civil Engineering

Tenure Status: Tenure-track

Education: M.Eng., Indian Institute of Engineering, Civil Engineering, 1988; B.S., Addis Ababa University, Civil Engineering, 1991; Ph.D., Concordia University, Building Engineering, 2004.

Languages: Amharic (S-5), Tigrinya (S-5)

Research/Teaching Specialization: Wind engineering, hurricane hazard mitigation, sustainable building engineering

Percentage of Time Devoted to LAS: 25%

Distinctions: Key note lecture on “Application of computational wind engineering: A practical perspective” in Kolkata, India during the Third National Conference in Wind Engineering, 2006; Performed Aeroelastic Model study for socially and historically significant tall building projects such as Freedom Tower in New York and Burj Dubai (the tallest building in the world) in Dubai.

BLEVINS, Steven

Year of Appointment/Experience: 2010

Title/Department: Assistant Professor, English

Tenure Status: Tenure-track

Education: Ph.D., University of California-Davis, English 2008.

Research/Teaching Specialization: postcolonial and black diaspora studies, queer theory, feminist theory, critical theory, film and visual culture studies

Field Research Experience: Caribbean

Percentage of Time Devoted to LAS: 25%

BRAY, David

Year of Appointment/Experience: 1998

Title/Department: Professor, Earth & Environment

Tenure Status: Tenured

Education: B.A., University of Missouri, Cultural Anthropology, 1974; M.A., Brown University, Cultural Anthropology, 1976; Ph.D., Brown University, Cultural Anthropology, 1982.

Number of Theses Supervised During Past 5 Years: 12

Languages: Spanish (S-4)

Research/Teaching Specialization: Community forest management

Field Research Experience: Mexico, Paraguay, Argentina, Uruguay, Costa Rica, Dominican Republic

Selected Publications:

- In Press When the State Creates the Commons: Origins, Designs and Changes in Mexico's Common Property Sector. *Journal of Latin American Geography*.
- 2012 Beyond Harvests in the Commons: Multi-scale Governance and Indigenous/Community Conserved Areas in Oaxaca, Mexico (with E. Duran and O. Molina-Gonzalez), *International Journal of the Commons* 6 (2): 151-178.
- 2011 Jaguar Conservation in a Community-Dominated Landscape in Montane Forests in Oaxaca, Mexico (with J. Figel and E. Duran), *Oryx* 45 (4): 554-560.
- 2011 Community Forest Management and the Emergence of Multi-Scale Governance Institutions: Lessons for REDD+ Development from Mexico, Brazil and Bolivia (with P. Cronkleton and G. Medina), *Forests* 2: 451-473.
- 2010 Multi-scale Forest Governance, Deforestation, and Violence in Two Regions in Mexico (with E. Duran, et al.), *World Development* 39 (4): 611-619.
- 2010 Forest Cover Dynamics and Forest Transitions in Mexico and Central America: Towards a Great Restoration? In H. Nagendra and J. Southworth (eds.), *Reforesting Landscapes: Linking Pattern and Process*. Springer: New York.

Percentage of Time Devoted to LAS: 100%

BRINN, Richard

Year of Appointment/Experience: 2007

Title/Department: Senior Lecturer, Biological Sciences

Tenure Status: Non-tenure-track

Education: B.S., Santa Úrsula Univ., Rio de Janeiro, Biology, 1996; M.S., National Institute of Amazonian Research (INPA), Manaus, Brazil, Biology, 1999; Ph.D., Univ. of São Paulo State, Aquaculture, 2003.

Languages: Portuguese (S-5)

Research/Teaching Specialization: Physiology and endocrinology of fish

Field Research Experience: Brazil

Selected Publications:

In Press Ion Flux and Cortisol Responses of Cardinal Tetra, *Paracheirodon Axelrodi* (Schultz, 1956), to Additives (Tetracycline, Tetracycline + Salt or Amquel®) Used during Transportation: Contributions to Amazonian Ornamental Fish Trade (with B. Baldisserotto, et al.), *Journal of Applied Ichthyology*.

In Press Stress Responses of the Endemic Freshwater Cururu Stingray (*Potamotrygon cf. hystrix*) during Transportation in the Amazon Region of the Rio Negro (with J. L. Marcon, et al.), *Comparative Biochemical Physiology*.

2010 Testicular Structure and Spermatogenesis of Amazonian Freshwater Cururu Stingray *Potamotrygon cf. hystrix* (with Zaiden, S. F.), *Zygote*: 1-9.

Percentage of Time Devoted to LAS: 75%

BROWN, Jerald

Year of Appointment/Experience: 1972

Title/Department: Professor, Anthropology

Tenure Status: Tenured

Education: B.A., Philosophy, Antioch College, 1965; Ph.D., Anthropology, Cornell University, 1972.

Number of Theses Supervised During Past 5 Years:

Research/Teaching Specialization: Energy studies, sustainable energy systems, environmental policy and education; Social movements, social change, public interest organizations, strategic planning for green companies and nonprofits; Altered states of consciousness, entheogens and culture, shamanism

Selected Publications:

2014. "The Hydrogen Revolution: Creating the Worldwide Energy Web," *Humanities and Technology Review*, fall 2014.

2012 *From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement* by Matthew Garcia, Berkeley: University of California Press.

2011 "Fukushima: Radiation Exposure of Nuclear Plant Workers," *Green Labor Journal*, May

Percentage of Time Devoted to LAS: 25%

Distinctions: 2005-2006, World Business Academy, research grant for *Freedom from Mid-East Oil* book. 2002, Florida International University, Special Service Award – 30 Years, July 2002.

BURKEPILE, Deron

Year of Appointment/Experience: 2009

Title/Department: Assistant Professor, Biological Sciences/Marine Sciences Program

Tenure Status: Tenure-track

Education: B.A., University of Mississippi, 1999; Ph.D., Georgia Institute of Technology, 2006; Post-doctoral fellow, Yale University, 2006-08.

Research/Teaching Specialization: Biotic and abiotic forces affecting the community organization and ecosystem function of marine and terrestrial systems, with emphasis on the cascading effects of altering trophic interactions and ecosystem productivity

Field Research Experience: Caribbean

Selected Publications:

- 2013 Nutrient Supply from Fishes Facilitates Macroalgae and Suppresses Corals in a Caribbean Coral Reef Ecosystem (with E. Allgeier & A. A. Shantz, et al.), *Scientific Reports* 3: 1493.
- 2013 Comparing Aquatic and Terrestrial Grazing Ecosystems: Is the Grass Really Greener? *Oikos* 122: 306-312.
- 2012 Context-dependent Corallivory by Parrotfish in a Caribbean Coral Reef Ecosystem, *Coral Reefs* 31:111-120.
- 2010 Impact of Herbivore Identity on Algal Succession and Coral Growth on a Caribbean Reef (with M.E. Hay) *PLoS ONE* 5(1): e8963.
- 2009 Burkepile, D.E. and M.E. Hay. Nutrient vs. herbivore control of macroalgal community development and coral growth on a Caribbean coral reef. *Marine Ecology-Progress Series* 389:71-84.
- 2008 Burkepile, D.E. and M.E. Hay. Herbivore species richness and feeding complementarity affect community structure and function on a coral reef. *Proceedings of the National Academy of Sciences* 105:16201-16206.
- 2008 Burkepile, D.E. and M.E. Hay. Coral Reefs. In *Encyclopedia of Ecology*. Ed. S.E. Jorgensen and B.D. Fath. Oxford: Elsevier 1:784-796.
- 2007 Burkepile, D.E. and M.E. Hay. Predator release of the gastropod *Cyphoma gibbosum* results in increased predation on gorgonian corals. *Oecologia* 154:167-173.
- 2006 Burkepile, D.E. and M.E. Hay. Herbivore vs. nutrient control of marine primary producers: context-dependent effects. *Ecology* 87:3128-3139.

Percentage of Time Devoted to LAS: 75%

BUTCHEY, Deanne

Year of Appointment/Experience: 2003

Title/Department: Senior Lecturer, Finance

Tenure Status: Non-tenure-track

Education: B.A., University of Western Ontario, Economics; B.A., York University, Econometrics; MBA, York University, Finance; Ph.D., Florida International University, Finance.

Number of Theses Supervised During the Past 5 Years: 2

Research/Teaching Specialization: Finance, behavioral finance

Selected Publications:

- 2005 Butchey, Deanne, "Globalization of Tertiary Business Education," *Journal of the Academy of Business Education*, 6 no. 1: 21-25.
- 2005 Butchey, Deanne, A. M. Parhizgari, "Was there Financial Contagion in the Mining Industry in the Aftermath of Bre-X?" *Journal of Current Research in Global Business*, 8 no. 12: 28-38.

Percentage of Time Devoted to LAS: 25%

Distinctions: Best Paper: with A. M. Parhizgari, "Trader Reactions and Investor Rationality," Financial Management Association Annual Meeting, Salt Lake City, Utah, 2007.

CADELY, Jean Robert

Year of Appointment/Experience: 1995

Title/Department: Associate Professor, Modern Languages; African and African Diaspora Studies

Tenure Status: Tenured

Education: B.A., Université du Québec, Montréal, Sociology, 1980; M.A., Université du Québec, Montréal, Linguistics, 1987; Ph.D., Université du Québec, Montréal, Linguistics, 1994.

Number of Theses Supervised During Past 5 Years: 3

Languages: Haitian Creole (S-5), French (S-5), Portuguese (S-3), Spanish (S-2)

Research/Teaching Specialization: Theoretical linguistics, Pidgins and Creoles, Haitian Creole phonology, French phonology, Haitian culture, language, culture and society

Field Research Experience: Haiti

Selected Publications:

2010 Review of Haitian-Creole-English Dictionary by Albert Valdman and Isra Iskrova. Forthcoming in Anthropological Linguistics.

2009 Haiti and its Languages in the Era of Globalization in Proceedings INTED (International Conference on Technology, Education and Development) Valencia, Spain.

Percentage of Time Devoted to LAS: 100%

CAMAYD-FREIXAS, Erik

Year of Appointment/Experience: 1997

Title/Department: Professor, Modern Languages

Tenure Status: Tenured

Education: B.A., Tufts University, Psychology, 1980; M.A. and Ph.D., Harvard University, Romance Languages and Literatures, 1995.

Number of Theses Supervised During the Past 5 Years: 12

Languages: Spanish (S-5), French (S-3), Portuguese (S-2)

Research/Teaching Specialization: Latin American literature, cultural studies, immigration, translation and interpretation

Selected Publications:

2013 U.S. Immigration Reform and Its Global Impact. New York: Palgrave-Macmillan.

2013 Orientalism and Identity in Latin America (ed.). Tucson: University of Arizona Press.

2010 U.S. Immigration Reform and Its Transnational Impact: A Case Study of the Postville Raid. New York: Palgrave-Macmillan.

2010 La etnografía imaginaria: Historia y parodia en la literatura hispanoamericana. Guatemala: F&G Editores.

2009 Etnografía imaginaria: Historia y parodia en la literatura hispanoamericana. Guatemala: F&G Editores.

2009 Postville: La criminalización de los migrantes. Guatemala: F&G Editores.

Percentage of Time Devoted to LAS: 100%

CARTER, Phillip

Year of Appointment/Experience: 2001

Title/Department: Assistant Professor, Linguistics

Tenure Status: Tenure-track

Education: B.A., North Carolina State University Spanish Language and Literature, 2005; M.A., North Carolina State University, Sociolinguistics, 2004; Ph.D., Duke University, Linguistics, 2009.

Number of Theses/Dissertations Supervised During the Past 5 Years: 9

Languages: Spanish (S-4), Portuguese (S-2), French (S-1), Polish (S-1), German (S-1)

Research/Teaching Specialization: Language in US Latino/a communities; sociolinguistics; language variation and change; U.S. Latino/a identities, language and politics

Selected Publications:

In Press Languages of the World: A Global Constructivist Perspective (with J. T. Andresen), Hoboken, N.J.: Wiley-Blackwell Press.

2014 National Narratives, Institutional Ideologies, and Local Talk: The Discursive Production of Spanish in a "New" US Latino community, *Language in Society* 43:1-32.

2013 Shared Spaces, Shared Structures: Latino Social Formation and African American English in the US South, *Journal of Sociolinguistics* 17 (1): 66-92.

2013 Poststructuralist Theory and Sociolinguistics: Mapping the Linguistic Turn in Social Theory, *Language & Linguistics Compass*.

Percentage of Time Devoted to LAS: 100%

Distinctions: Section editor, *Language and Linguistics Compass*; FIU College of Arts and Sciences Faculty Summer Development Award, 2012; Mellon Post-Doc Fellowship, University of Southern California, 2010.

CASTELLS, Ricardo

Year of Appointment/Experience: 1993

Title/Department: Professor, Modern Languages

Tenure Status: Tenured

Education: B.A., University of California, Santa Cruz, Spanish Literature and Economics, 1976; M.A., University of Texas, Spanish Literature, 1987; M.I.M., American Graduate School of International Management, Finance and Accounting, 1989; Ph.D., Duke University, Golden Age Spanish Literature, 1991.

Languages: Spanish (S-5), Portuguese (S-3)

Research/Teaching Specialization: Spanish language, Latin American literature, Renaissance and Baroque Spanish literature, the Conquest of the New World in Baroque theater

Field Research Experience: Spain, Cuba

Selected Publications:

2010 La teoría de juegos y las estrategias matrimoniales en *La verdad sospechosa*. Accepted for publication in *Signos Literarios*.

2010 Wife-Murder and Absolution in Golden-Age Drama: A Comparative Study of Moreto's *El defensor de su agravio* and Calderón's *El médico de su honra*. Accepted for publication in the *Bulletin of the Comediantes*.

2010 Sin gusto y sin provecho: Lies and Deception in Ruiz de Alarcón's *La verdad sospechosa*. Accepted for publication in *Latin American Literary Review*.

2010 Mujeres de armas tomar: el desagravio femenino en la comedia española del Siglo de Oro. Accepted for publication in *Hispanic Journal*.

Percentage of Time Devoted to LAS: 100%

CISTONE, Peter

Year of Appointment/Experience: 1982

Title/Department: Professor, Educational Administration

Tenure Status: Tenured

Education: B.A., Muhlenberg College, History and Political Science, 1963; M.A., Lehigh University, Education, 1964; Ph.D., Pennsylvania State University, Educational Administration, 1970.

Number of Theses Supervised During Past 5 Years: 5

Research/Teaching Specialization: Governance and politics of education, educational policy analysis, schools as organizations, higher education administration

Selected Publications:

2005 Boards of Education. In Fenwick W. English, ed., *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, CA: Sage Publications, Inc.

Percentage of Time Devoted to LAS: 25%

Distinctions: Vice President, American Educational Research Association; President, University Council for Educational Administration; President, Florida Association of Professors of Educational Leadership.

CLEALAND, Danielle Pilar

Year of Appointment/Experience: 2012

Title/Department: Assistant Professor, Department of Politics and International Relations

Tenure Status: Tenure-track

Education: B.A., Tufts University, International Relations, 2001; M.A., New York University, Latin American and Caribbean Studies, 2004; Ph.D., University of North Carolina Chapel Hill, Political Science, 2011.

Languages: Spanish (S-3)

Research/Teaching Specialization: Comparative Racial Politics, Cuban Politics, Latin American Politics

Field Research Experience: Cuba: 2005, 2008 (one year), 2009, 2010

Selected Publications:

2013 When Ideology Clashes with Reality: Racial Discrimination and Black Identity in Contemporary Cuba, *Ethnic and Racial Studies* 36 (10): 1619-1636.

Percentage of Time Devoted to LAS: 75%

CLEMENT, Bradford

Year of Appointment/Experience: 1988

Title/Department: Professor, Earth & Environment

Tenure Status: Tenured

Education: B.S., University of Georgia, Geology, 1979; M.A., Columbia University, Geology, 1981; Ph.D., Columbia University, Geology, 1985.

Number of Theses Supervised During Past 5 Years: 2

Languages: French (S-3)

Research/Teaching Specialization: Geomagnetic polarity reversal behavior, Caribbean tectonics, and magnetostratigraphy of Cretaceous limestones from northeastern Mexico

Field Research Experience: Mexico

Percentage of Time Devoted to LAS: 25%

COLLADO-VIDES, Ligia

Year of Appointment/Experience: 2008

Title/Department: Lecturer-Researcher, Biological Sciences

Tenure Status: Non-tenure-track

Education: Ph.D., National Autonomous University of Mexico, Marine Biology, 1992.

Number of Theses Supervised During Past 5 Years: 3

Languages: Spanish (S-5), French (S-3), Portuguese (S-2)

Research/Teaching Specialization: Ecology, biology and conservation of tropical marine environments.

Field Research Experience: Mexico, Cuba, Caribbean

Selected Publications:

- 2013 Practical Applications of Monitoring Results to Improve Managing for Coral Reef Resilience: A Case Study in the Mexican Caribbean (with M. Ladd). *Biodiversity and Conservation*.
- 2013 Increased Algal Dominance despite Presence of *Diadema antillarum* populations on a Caribbean Coral Reef (with E. Lacey & J. Fourqurean), *Bulletin of Marine Sciences* 89 (2): 603-620.
- 2010 Capturing the Dynamics in Benthic Structures: Environmental Effects on Morphology in the Macroalgal Genera *Halimeda* and *Dictyota*. *Marine Ecology Progress Series* 411: 17-32.

Percentage of Time Devoted to LAS: 50%

COLLINS, Laurel

Year of Appointment/Experience: 1999

Title/Department: Professor, Earth & Environment and Biological Sciences

Tenure Status: Tenured

Education: B.S., University of Maryland, College Park, Geology, 1974; M.S., George Washington University, Geology, 1985; M. Phil., Yale University, Geology, 1985; Ph.D., Yale University, Geology, 1988; Postdoctoral Fellowship, Smithsonian Tropical Research Institute, 1989.

Number of Theses/Dissertations Supervised During the Past 5 Years: 9

Languages: Spanish (S-1)

Research/Teaching Specialization: Paleobiology, environmental change in tropical America and Florida

Field Research Experience: Ecuador, Panama, Costa Rica, Nicaragua, Caribbean, Venezuela

Selected Peer-Reviewed Publications Relevant to Latin American Studies:

- 2013 Environmental, Ecological, and Evolutionary Change in Seas across the Isthmus of Panama (with A. O'Dea), *Bulletins of Marine Science* 89 (4): 769-778.
- 2013 Biogeography of Neogene Benthic Foraminifera of Caribbean Venezuela (with C. Smith & L. H. Hayek), *Bulletins of Marine Science* 89 (4): 921-936.
- 2010 Marine Paleoenvironments of Neogene Formations of North-Central Falcón State (with C. Smith, et al.), Venezuela, *Journal of Foraminiferal Research* 40 (3): 566-582.

Percentage of Time Devoted to LAS: 50%

Distinctions: Research Associate of the Smithsonian Tropical Research Institute, Panama; Steering Committee and Information Coordinator for the Panama Paleontology Project.

COOK, Noble David

Year of Appointment/Experience: 1992

Title/Department: Professor, History

Tenure Status: Tenured

Education: B.A., University of Florida, 1962; M.A., University of Florida, 1964; Ph.D., University of Texas, 1973.

Number of Theses Supervised During the Past 5 Years: 4

Languages: Spanish (S-5), Portuguese (S-2)

Research/Teaching Specialization: Colonial Latin American history, Modern Latin American history, Andean ethnohistory, migration and population, Peru/Andes, epidemic disease, Early Modern Spain

Field Research Experience: Peru, Andes, Spain

Selected Publications:

- 2011 *Hijos del Volcán. Dualidad andina en el valle del Cauca.* Arequipa, Peru: Ediciones del Lector. Spanish translation, revised edition of *People of the Volcano: Andean Counterpoint in the Colca Valley, Peru.* Durham: Duke University Press, with Alexandra Parma Cook, 2007.
- 2010 *La catástrofe demográfica andina. Perú 1520-1620.* Lima: Pontificia Universidad Católica del Perú. Spanish revised edition of *Demographic Collapse: Indian Peru 1520-1620.* Cambridge, England: Cambridge University Press, 1982.

Percentage of Time Devoted to LAS: 100%

Distinctions: FIU President's Award for Research Excellence, 2013; Honorary Professor, Humanities Department, Pontificia Universidad Católica of Peru, 2008-present; Corresponding Member, Academia Nacional de la Historia del Peru, 1997-present).

COX, Ronald

Year of Appointment/Experience: 1991

Title/Department: Associate Professor, Politics and International Relations

Tenure Status: Tenured

Education: B.A., University of Missouri, Political Science, 1984; M.A., University of Missouri, Political Science, 1986; Ph.D., University of Wisconsin, Political Science, 1991.

Number of Theses Supervised During the Past 5 Years: 6

Research/Teaching Specialization: International political economy, US foreign policy

Field Research Experience: Haiti

Selected Publications:

In Press Transnational Corporations and the New Globalization. Lanham, MD: Lexington Books.

2014 Business NGOs, Low-Intensity Democracy and US Foreign Policy, Class, Race and Corporate Power 2 (1): 1-35.

2012 Corporate Power and Globalization in US Foreign Policy (ed.). New York: Routledge.

Percentage of Time Devoted to LAS: 25%

CRUZ, José Miguel

Year of Appointment/Experience: 2010

Title/Department: Visiting Assistant Professor, Politics and International Relations; Director of Research, LACC

Tenure Status: Non-tenure-track

Education: B.A., Universidad Centroamericana, El Salvador, Psychology, 1991; M.Sc., Oxford University, St. Antony's College, Public Policy in Latin America, 2003; M.A., Vanderbilt University, Political Science, 2009; Ph.D., Vanderbilt University, Political Science, 2010.

Languages: Spanish (S-5)

Research/Teaching Specialization: Democratization, comparative politics, political theory, violence and insecurity

Field Research Experience: Central America

Selected Publications:

In Press The "New Wars": Democracy, Security and Cooperation in Mexico and Central America 2020 (with G. Santamaria), in R. Fernandez de Castro (ed.), Mexico and Central America towards 2020, New York: Routledge.

In Press Maras and the Politics of Violence in Central America, in D. Rodgers and J. Hazen (eds.), Global Gangs: Street Violence Across the World, Minneapolis: University of Minnesota Press.

2013 Internal Wars and Latin American Nationalism (with M.A. Centeno, et al.), in J.A. Hall and S. Malesevic (eds.), Wars and Nationalism. New York: Cambridge University Press.

2012 Political Transition, Social Violence and Gangs. The Cases of Central America and Mexico (with G. Santamaria and R. Fernandez de Castro), in C. Aronson (ed.), Peace and Democratization in Latin America: A Comparative Perspective. Washington, D.C.: Stanford University Press & Woodrow Wilson Center Press.

2011 Criminal Violence and Democratization in Central America: The Survival of the Violent State, Latin American Politics and Society 53 (4): 1-33.

2010 Central American Maras: From Street Youth Gangs to Transnational Protection Rackets, Global Crime 11 (4): 279-298.

Percentage of Time Devoted to LAS: 100%

Distinctions: Crime and Violence in Latin America and the Caribbean: IDB Assistance and Security in Costa Rica, El Salvador, and Honduras. Inter-American Development Bank Research Grant, 2013; Police and Violence in Central America. Social Sciences Research Council Drugs, Security, and Democracy Program in Latin America Research Grant, 2011-2012; The Impact of Illicit Economies on Children in Latin America, UNICEF Research Grant, 2011.

DAMIAN, Carol

Year of Appointment/Experience: 1990

Title/Department: Professor, Art and Art History; Director, Patricia and Phillip Frost Art Museum, FIU

Tenure Status: Tenured

Education: B.A., Wheaton College, Art History, 1964; M.A. University of Miami, Pre-Columbian Art History, 1978; Ph.D., University of Miami, Latin American History, 1992.

Number of Theses Supervised During the Past 5 Years: 5

Languages: Spanish (S-3)

Research/Teaching Specialization: Art of Latin America, colonial Peru, Cuba 20-21st century and modern Latin American art, women in Latin American art

Field Research Experience: Peru

Selected Publications:

2010 Ilusiones cromáticas/Chromatic Illusions, in Hans Roeder (ed.), Olga Sinclair: Obras/Works 1995-2008, Argentina: Arte al Día.

2010 Modern Alchemy/El alquimista moderno, in Martinez Celaya, Selected Work/Obra Selecta, 1992-2010. Miami: Gary Nader Fine Art.

Percentage of Time Devoted to LAS: 100%

Distinctions: Ambassador of France, Chevalier de l'ordre des Arts et des Lettres, 2013.

DANDAPANI, Krishnan

Year of Appointment/Experience: 1997

Title/Department: Professor, Business

Tenure Status: Tenured

Education: B. Com., Madurai University, India, 1975; M.B.A., University of Madras, India, 1977; Ph.D., The Pennsylvania State University, Finance, 1985.

Research/Teaching Specialization: Business finance, financial markets and institutions, financial fraud, financial impact of hurricanes, e-finance, financial implications of Latin American trade blocs

Field Research Experience: Latin America, India

Selected Publications:

2013 Bank Owned Life Insurance: A Critical Examination of Banking Strategy (with L. You), International Journal of Banking and Finance 9 (3): 12.

2011 A Note on a Possible Solution to the Foreclosure Crisis (with C. Chang, et al.), International Journal of Business 16 (1).

2011 Flood Zone Uncertainty and the Likelihood of Marketing Success (with C. Chang & K. Johnson), Journal of Housing Research 19 (2): 171-184.

Percentage of Time Devoted to LAS: 50%

DE LA ROSA, Mario

Year of Appointment/Experience: 1999

Title/Department: Professor, Social Work

Tenure Status: Tenured

Education: B.A., State University of New York at Oswego, Political Science, History and Spanish, 1976; Master's in Social Science Administration, Case Western Reserve University, 1982; Ph.D., Ohio State University, Social Welfare Policy, 1986.

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-5)

Research/Teaching Specialization: Public health, substance abuse, health disparities, immigrants

Field Research Experience: Puerto Rico

Selected Publications:

- 2013 Alcohol Use among Recent Latino Immigrants Before and After Immigration to the United States (with F. R. Dillon, F. Sastre & R. Babino), *American Journal on Addictions*, 22 (2): 162-168.
- 2012 Alcohol Use among Latinos: A Comparison of Pre-Immigration, Post-Immigration, and U.S.-Born Latinos (with M. Sanchez et al.), *Journal of Immigrant and Minority Health* 14: 371-378.
- 2012 Challenges and Strategies in Recruiting, Interviewing, & Retaining Recent Latino Immigrants in Substance Abuse and HIV Epidemiologic Studies (with R. Babino et al.), *American Journal on Addictions* 21: 11-22.
- 2010 Mother-Daughter Attachment and Drug Abuse among Latinas in the United States (with F. R. Dillon et al.), *Journal of Drug Issues* 40(2): 379-404.

Percentage of Time Devoted to LAS: 50%

Distinctions: National Hispanic Science Network on Drug Abuse, National Award of Excellence in Research by a Senior Investigator, 2013; Florida International University, Award for Established Faculty with Significant New Funding, 2013; FIU, Award for Outstanding Research Contributions to the University, 2010.

DEVIEUX, Jessy G.

Year of Appointment/Experience: 2002

Title/Department: Associate Professor, Public Health and Director, AIDS Prevention Program

Tenure Status: Tenured

Education: B.A., Hunter College, Psychology, 1972; M.A., Fisk University, Clinical Psychology, 1975; Ph.D. Vanderbilt University, Clinical Psychology, 1978.

Number of Theses Supervised During Past 5 Years: 7

Languages: French (S-5), Haitian Creole (S-5), English (S-4), Spanish (S-2)

Research/Teaching Specialization: HIV prevention interventions for marginalized groups of incarcerated youth, severely mentally adults, and HIV+ substance abusers

Field Research Experience: Haiti, Caribbean, Trinidad and Tobago, South Africa

Selected Publications:

- In Press Mental Health, Substance Abuse and Other Contextual Predictors of Adherence to Antiretroviral Therapy (ART) among Haitians (with R. M. Malow, et al.), *AIDS & Behavior*.
- 2013 The Continuing Challenge of Reducing Risk among Haitian Youth: The Need for Intervention (with R. Rosenberg, et al.), *Journal of the International Association of Providers in AIDS Care*.
- 2013 Post-traumatic Stress Disorder Symptomatology and Alcohol Use among HIV-Seropositive Adults in Haiti (with R. M. Malow, et al.), *AIDS Care*.
- 2012 Attrition from HIV Testing to Antiretroviral Therapy Initiation among Patients Newly Diagnosed with HIV in Haiti (with E. Noel, et al.), *Journal of Acquired Immune Deficiency Syndromes*.

Percentage of Time Devoted to LAS: 25%

Distinctions: Recognized by Legacy Magazine as one of "Top Black Educators in South Florida 2013."

DIAMENT, Mario

Year of Appointment/Experience: 1994

Title/Department: Associate Professor, Journalism and Mass Communication

Tenure Status: Tenured

Education: B.A., Hebrew University, Israel, Journalism, 1964; M.A., Antioch University, Journalism, 1995.

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-5)

Research/Teaching Specialization: Journalism in the Americas, Spanish journalism

Field Research Experience: Argentina

Percentage of Time Devoted to LAS: 75%

Distinctions: Lifetime member of Argentina's National Academy of Journalism; three-time winner of the Argentores Award, presented annually by Argentina's Society of Authors.

DONNELLY, Maureen

Year of Appointment/Experience: 1994

Title/Department: Professor, Biological Sciences; Associate Dean for Graduate Studies, College of Arts & Sciences

Tenure Status: Tenured

Education: B.A., California State University, Fullerton, Biology, 1977; Ph.D., University of Miami, Biology, 1987.

Number of Theses Supervised During Past 5 Years: 7

Languages: Spanish (S-3)

Research/Teaching Specialization: Amphibians and reptile conservation in the neotropics

Field Research Experience: Mexico, Bolivia, Costa Rica, India, Nicaragua, Guyana, Panama, Peru

Selected Publications:

In Press Infection and Co-Infection by the Amphibian Chytrid Fungus and Ranavirus in Wild Costa Rican Frogs (with S. M. Whitfield, et al.), *Diseases of Aquatic Organisms*.

2013 The Value of Remnant Trees in Pastures for a Neotropical Poison Frog (with D.A. Robinson, et al.), *Journal of Tropical Ecology* 29: 345-352.

2013 A New *Microcaecilia* (Amphibia: Gymnophiona) from Guyana with Comments on *Epicrionops niger* (with M. H. Wake), *Copeia* 2013: 1-8.

2013 Effects of Collared Peccary (*Pecari tajacu*) Exclusion on Leaf Litter Amphibians and Reptiles in a Neotropical Wet Forest, Costa Rica (with K. E. Reider & W. P. Carson), *Biological Conservation* 163:90-98.

2013 Not All Colors Are Equal: Predation and Color Polytypism in the Aposematic Poison Frog *Oophaga pumilio* (with R. H. Hegna & R. A. Saporito), *Evolutionary Ecology* 27: 831-845.

Percentage of Time Devoted to LAS: 100%

Distinctions: NSF GREF Fellowship (with Kelsey R. Reider), 2012-2015; American Society of Ichthyologists and Herpetologists - Support for Secretary's office, continuous support since 2000; NSF GREF Fellowship (with Luke J. Linhoff), 2014-2017.

DOSCHER, Stephanie

Year of Appointment/Experience: 2008

Title/Department: Associate Director, Office of Global Learning Initiatives

Tenure Status: Non-tenure-track

Education: B.A., Emory University, History and Theater Studies, 1988; M.Ed., Western Washington University, Secondary Education, 1993; Ed.D., Florida International University, Educational Administration and Supervision, 2012.

Languages: Spanish (S-1), French (S-1)

Research/Teaching Specialization: Higher Education Internationalization and Assessment

Selected Publications:

- 2013 Case Study: Florida International University (with H. Landorf), in M. Green (ed.), Improving and Assessing Global Learning, Washington, D.C.: NAFSA, Association of International Educators.
- 2013 Global Learning for Global Citizenship (with H. Landorf), in M. Walker & A. Boni (eds.), Universities and Human Development. A Sustainable Imaginary for the XXI Century, New York: Routledge.
- 2012 Promoting Engagement in Curriculum Internationalization (with H. Landorf), IIE Networker 8 (1): 36.

Percentage of Time Devoted to LAS: 25%

DRAPER, Grenville

Year of Appointment/Experience: 1978

Title/Department: Professor, Earth & Environment

Tenure Status: Tenured

Education: B.A., Cambridge Univ., Natural Sciences; M.S., Imperial College, London, Structural Geology, 1974; Ph.D., Univ. of the West Indies, Jamaica, Geology, 1979.

Number of Theses Supervised During Past 5 Years: 3

Languages: Spanish (S-3)

Research/Teaching Specialization: Geology and tectonics of the Dominican Republic, Jamaica, Puerto Rico, and Cuba, plate tectonic evolution of the entire Caribbean region

Field Research Experience: Dominican Republic, Jamaica, Puerto Rico, Cuba, Trinidad, Tobago

Percentage of Time Devoted to LAS: 75%

Distinctions: Chair of the Standing Committee of the Caribbean Geological Conference series; Member of Editorial boards of International Geology Review and Geologica Acta.

DUANY, Jorge

Year of Appointment/Experience: 2012

Title/Department: Director, Cuban Research Institute; Professor, Anthropology

Tenure Status: Tenured

Education: B.A., Columbia University, Psychology, 1976; M.A., University of Chicago, Social Sciences, 1979; Ph.D., University of California at Berkeley, Latin American Studies, 1985.

Number of Theses Supervised During Past 5 Years: 16

Languages: Spanish (S-5), French (S-4)

Research/Teaching Specialization: Anthropology, sociology, transnationalism

Field Research Experience: Cuba, Puerto Rico, Dominican Republic

Selected Publications:

In Press Un pueblo disperso: Dimensiones sociales y culturales de la diáspora cubana. Valencia, Spain: Aduana Vieja.

2012 Diáspora, migración y transnacionalismo. Thematic issue of Op Cit.: Revista del Centro de Investigaciones Históricas.

2011 Blurred Borders: Transnational Migration between the Hispanic Caribbean and the United States. Chapel Hill: University of North Carolina Press.

2010 La nación en vaivén: Identidad, migración y cultura popular en Puerto Rico. San Juan: Callejón.

2010 Anthropology in a Postcolonial Colony: Helen I. Safa's Contribution to Puerto Rican Ethnography, Caribbean Studies 38 (2): 33-57.

Percentage of Time Devoted to LAS: 100%

Distinctions: Scholar in Residence, Center for Latin American and Caribbean Studies, University of Connecticut, Storrs, 2010; South Florida 100, *Sun-Sentinel*, 2013; Bolívar Pagán Prize in Journalism, Institute of Puerto Rican Literature, 2011; Dedication, Puerto Rico Week, for research on immigration in Puerto Rico, Colegio San José, Caguas, P.R., 2010.

DUARTE, Sergio

Year of Appointment/Experience: 2013

Title/Department: Lecturer, Modern Languages

Tenure Status: Non-tenure-track

Education: B.A., M.A. and Ph.D., University of São Paulo, Applied Linguistics in Portuguese, 2010.

Number of Theses Supervised During Past 5 Years: 4

Languages: Portuguese (S-5), Spanish (S-3), French (S-3)

Research/Teaching Specialization: Applied Linguistics in Portuguese – Conversation Analysis

Field Research Experience: Brazil

Pedagogy Training: FIU Foreign Language Teaching Methods Course; FIU Teaching Practicum; Center for the Advancement of Teaching Training Workshop Series; ACTFL Workshop; Various Foreign Language Pedagogy Webinars; K-12 Language for Business Workshop; Teaching Portuguese to Heritage Speakers Pedagogy Workshop; CELPE-Bras Certification Workshop

Selected Publications:

2013 “Tudo joia”: O linguista Sérgio Duarte Julião da Silva explica a origem dessa expressão, F Magazine no. 7 (May).

2010 A tradução das estratégias de conversação, in Simpósio Profissão Tradutor, PROFT em Revista 1, São Paulo.

Percentage of Time Devoted to LAS: 100%

EBADIAN, M. A.

Year of Appointment/Experience: 1988

Title/Department: Professor, Mechanical and Materials Engineering

Tenure Status: Tenured

Education: Ph.D., Louisiana State University, Mechanical Engineering, 1981.

Percentage of Time Devoted to LAS: 25%

Distinctions: Recipient, FIU Distinguished Service Medallion; Recipient, State of Florida Governor Service Award.

EIRIN-LÓPEZ, José M.

Year of Appointment/Experience: 2013

Title/Department: Assistant Professor, Biological Sciences

Tenure Status: Tenure-track

Education: B.S., University of A Coruña, Spain, Biology, 1999; M.S., University of A Coruña, Spain, Genetics, 2001; Ph.D., University of A Coruña, Spain, Biology, 2005.

Number of Theses Supervised During Past 5 Years: 5

Languages: Portuguese (S-2), Spanish (S-5), French (S-2), Galician (S-5)

Research/Teaching Specialization: Evolutionary biology, molecular biology, epigenetics, genomics, developmental biology, marine biology, marine toxins

Selected Publications:

- 2013 The CHROMEVALOA Database: A Resource for the Evaluation of Okadaic Acid Contamination in the Marine Environment Based on the Chromatin-associated Transcriptome of the Mussel *Mytilus galloprovincialis* (with V. Suárez-Ulloa, et al.). *Marine Drugs* 11: 830-841.
- 2013 A Computer Lab Exploring Evolutionary Aspects of Chromatin Structure and Dynamics for an Undergraduate Chromatin Course, *Biochemistry and Molecular Biology Education* 41: 95-102.
- 2012 A Unified Phylogeny-based Nomenclature for Histone Variants (with P.B. Talbert, et al.), *Epigenetics and Chromatin* 5: 7.

Percentage of Time Devoted to LAS: 25%

Distinctions: Outstanding Young Investigator Award, Spanish Society of Evolutionary Biology, 2011.

ERAZO, Juliet

Year of Appointment/Experience: 2006

Title /Department: Assistant Professor, Anthropology

Tenure Status: Tenure-track

Education: M.S., University of Washington, Social Sciences of Forest Resource Management, 1997; M.A., University of Michigan, Anthropology, 1999; Ph.D., University of Michigan, Anthropology and Natural Resources and Environment, 2003.

Number of Theses Supervised During Past 5 Years: 3

Languages: Spanish (S-4), Quechua (S-1), French (S-1), German (S-1)

Research/Teaching Specialization: Environmental anthropology, cultural anthropology, indigenous politics

Field Research Experience: Ecuador

Selected Publications:

2013 Governing Indigenous Territories: Enacting Sovereignty in the Ecuadorian Amazon. Durham, NC: Duke University Press.

2011 Landscape Ideologies, Indigenous Governance, and Land Use Change in the Ecuadorian Amazon, 1960-1992, *Human Ecology* 39: 421-39.

2010 Constructing Indigenous Subjectivities: Economic Collectivism and Identity in the Ecuadorian Amazon, *Development and Change* 41(6): 1017-39.

2010 Governing Collectivism: Forty Years of Indigenous Development Projects in the Ecuadorian Amazon. Under review for *Development and Change*.

Percentage of Time Devoted to LAS: 75%

Distinctions: Morris & Anita Broad Fellowship for research in Ecuador, 2011; College of Arts & Sciences Summer Faculty Development Award, 2010; Latin American and Caribbean Center Summer Research Mini-grant, 2009; Latin American and Caribbean Center Summer Research Mini-grant, 2007.

ESQUIROL, Jorge

Year of Appointment/Experience: 2002

Title/Department: Professor and Director, International and Comparative Law Programs

Tenure Status: Tenured

Education: B.S., B.A., Georgetown University, 1986; J.D., Harvard Law School, 1989; S.J.D., Harvard Law School, 2001.

Languages: Spanish (S-5), French (S-4), Portuguese (S-3)

Research/Teaching Specialization: Comparative law, international business law, public international law

Field Research Experience: Colombia

Selected Publications:

2012 Latin America, *Oxford Handbook of History of International Law*. New York: Oxford University Press.

2011 The Turn to Legal Interpretation in Latin America's Failed Legal Tradition, *American University International Law Review* 26 (1031).

2011 The Latin American Tradition of Legal Failure, *Comparative Law Review* 2 (1.6).

Percentage of Time Devoted to LAS: 25%

Distinctions: Visiting Scholar, Centro di Diritto Comparato e Transnazionale, Università di Torino, Italy; Member of New York State Bar, Hispanic National Bar Association and American Bar Association.

ESTEP, Michele

Year of Appointment/Experience: 2013

Title/Department: Associate Librarian, Special Collections Cataloguer, FIU Libraries

Tenure Status: Non-tenure-track

Education: B.F.A., University of Texas, 1975; M.L.I.S, University of Texas, 1991.

Percentage of Time Devoted to LAS: 25%

FALCON, Leonardo

Year of Appointment/Experience: 2011

Title/Department: Coordinator, Academic Programs, Latin American and Caribbean Center

Tenure Status: Non-tenure-track

Education: M.A, Florida International University, Latin American and Caribbean Studies, 2002.

Languages: Spanish (S-5), Portuguese (S-2)

Research/Teaching Specialization: Latin American history

Field Research Experience: Cuba, Spain

Percentage of Time Devoted to LAS: 100%

FANTA, Andrea

Year of Appointment/Experience: 2011

Title/Department: Assistant Professor, Modern Languages

Tenure Status: Tenure-track

Education: B.A., Universidad de los Andes, Colombia, Psychology, 1996; B.S., Louisiana State University, Psychology, 1998; M.A, Louisiana State University, Spanish, 2002; Ph.D., University of Michigan, Romance Languages and Literature (Spanish), 2008.

Number of Theses Supervised During Past 5 Years: 3

Languages: Spanish (S-5),

Research/Teaching Specialization: Twentieth- and twenty-first century Latin American literature and culture; literary and cultural theory; film studies and visual arts; contemporary Latin American crime fiction; Latin American cultural studies

Field Research Experience: Colombia

Pedagogy Training: FIU New Faculty Pedagogy Training; Center for the Advancement of Teaching Training Workshop Series

Selected Publications:

In Press Residuos de la violencia: producción cultural colombiana en el fin del siglo. Bogotá: Universidad del Rosario.

2013 Y que hacemos con la novela colombiana de fin de siglo? In Marginalia III: relecturas del canon literario (C.A. Castrillón & J.M. Acevedo Carvajal, eds.), Armenia, Colombia: Universidad del Quindío and Universidad La Gran Colombia.

2012 Perder es cuestión de método y las paranarraciones de Santiago Gamboa, Boletín Hispano-Helvético 20: 21-39.

Percentage of Time Devoted to LAS: 25%

Distinctions: Faculty Research Grant, Centre College, 2010.

FAROUK, Mohammed

Year of Appointment/Experience: 1991

Title/Department: Associate Professor, College of Education; Curriculum and Instruction and Director, Global Awareness Program

Tenure Status: Tenured

Education: B.A., Bayero University, Nigeria, Education and History, 1983; M.Ed., Bayero University Nigeria, Education, 1986; Ed.D., West Virginia University, Education, 1990.

Number of Theses Supervised During Past 5 Years: 3

Languages: Hausa (S-5), Arabic (S-3)

Research/Teaching Specialization: Citizenship education, character education, social studies/global education, curriculum studies, teacher education, comparative and international education.

Field Research Experience: Caribbean, Japan, Nigeria

Percentage of Time Devoted to LAS: 25%

Distinctions: Contract to offer a self-supporting masters program in curriculum and instruction (Cohort 4) at University of the West Indies, Jamaica, 2010- 2011.

FEELEY, Kenneth

Year of Appointment/Experience: 2009

Title/Department: Assistant Professor, Biological Sciences

Tenure Status: Tenure-track

Education: B.S., Wake Forest University, Biology, 1998; PhD, Duke University, Biology, 2005.

Number of Theses Supervised During Past 5 Years: 1

Languages: Spanish (S-4)

Research/Teaching Specialization: Tropical forest ecology, tropical botany

Field Research Experience: Ecuador, Colombia, Venezuela, Peru

Selected Publications:

- In Press Compositional Shifts in Costa Rican Forests Due to Climate-driven Species Migrations (with J. Hurtado, S. Saatchi, M. R. Silman & D. B. Clark), *Global Change Biology*.
- 2013 Climate Change-driven Shifts in the Extent and Location of Areas Suitable for Export Banana Production (with B. Machovina), *Ecological Economics* 93: 83-95.
- 2013 Forest Patches and the Upward Migration of Timberline in the Southern Peruvian Andes (with E. Rehm), *Forest Ecology and Management* 305: 204-211.
- 2012 Amazon's Vulnerability to Climate Change Heightened by Deforestation and Manmade Dispersal Barriers (with E. Rehm), *Global Change Biology* 18 (12): 3606-3614.
- 2012 The Responses of Tropical Forest Species to Global Climate Change: Acclimate, Adapt, Migrate or Go Extinct? (with E. Rehm, B. and Machovina B.), *Frontiers in Biogeography* 4 (2): 69-82.
- 2011 Directional Changes in the Species Composition of a Tropical Forest (with S. J. Davies, P. Perez, S. Hubbell, R. Foster), *Ecology* 92 (4): 871-882.
- 2010 Biodiversity Conservation in Human-Modified Amazonian Forest Landscapes (with C. A. Peres, T. A. Gardner, J. Barlow, J. Zuanon, F. Michelski, A. C. Lees, I. C. Vieira, F. M. S. Moreira), *Biological Conservation* 143: 2314-2327.

Percentage of Time Devoted to LAS: 75%

FERREIRA, Leonardo

Year of Appointment/Experience: 1991

Title/Department: Professor, School of Communication

Tenure Status: Tenured

Education: B.A., Universidad Externado de Colombia, Social Communication, 1981; M.A., Michigan State University, Telecommunications, 1989; Ph.D., Michigan State University, Mass Media, 1994; J.D. Universidad Nacional de Colombia Law School, 1983.

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (SR-5)

Research/Teaching Specialization: Latin American media history, policy, and social development.

Field Research Experience: 2009-2010 Proyecto Comunicadores para el Desarrollo (CpD)/Communicators for Development, Principal Investigator, Office of the First Lady, Santo Domingo, Dominican Republic; 2005-2010 Indigenous Communication Research program in Bolivia, Ecuador, Guatemala, Colombia, Dominican Republic.

Selected Publications:

2010 *Journalism trends in Latin America: A content analysis of the FNPI-CEMEX Awards (1995-2009)*. Cartagena, Colombia: Fundación Nuevo Periodismo Iberoamericano.

2009 *Frames of Freedom: Rules and Jurisprudence in the Americas (1997-2007)*. Inter-American Press Association, Miami, Florida.

2009 "Research Wanted: News and Violence in Latin America." In *The Justice and Peace Law and the Demobilization of the Colombian Paramilitaries*. Gainesville, Florida: University of Florida Press. Also published by Editorial Planeta, Bogotá, Colombia.

2007 "Latin America: Radio and Television." In *The Greenwood Encyclopedia of World Popular Culture*, edited by Gary Hoppenstand & John F. Bratzel, Vol. 2. Westport, Connecticut: Greenwood Press.

2006 *Centuries of Silence: The Story of Latin American Journalism*. Westport, Connecticut: Praeger Publishers.

Percentage of Time Devoted to LAS: 100%

Distinctions: 2007 General Research Support Award

FINLEY, Gordon E.

Year of Appointment/Experience: 1972

Title/Department: Professor, Psychology

Tenure Status: Tenured

Education: B.A., Antioch College, Sociology and Anthropology, 1962; M.A., Harvard University, Social Relations, 1965; Ph.D., Harvard University, Social Relations, 1968.

Languages: Spanish (S-3), German S-2

Research/Teaching Specialization: Psychology of adoption and parenting, fatherhood, cross-cultural comparisons

Field Research Experience: Guatemala, Mexico, Panama

Percentage of Time Devoted to LAS: 25%

Distinctions: International Journal of Intercultural Relations, Consulting Editor (1988 – Present); Adoption Quarterly, Consulting Editor (2003 – Present); Psychology of Men and Masculinity, Consulting Editor (2004 – Present).

FLOREN ROMERO, Marisol

Year of Appointment/Experience: 2005

Title/Department: Librarian, Foreign and International Law, College of Law

Tenure Status: Non-tenure-track

Education: B.S., Universidad de Navarra, Spain, History, 1972; M.L.S., University of Texas, Austin, Latin American Librarianship, 1975; Ph.D., University of Illinois, Library and Information Science, 1994.

Languages: Spanish (S-5), French (S-3)

Research/Teaching Specialization: Latin American law research, Latin American resources, history of libraries and library development in Latin America, resource sharing and library cooperation in Latin America

Field Research Experience: Dominican Republic, Haiti, Colombia

Selected Publications:

2012 Open Access to Legal Information: Mapping the Digital Legal Information of Mexico, Central America, the Spanish-speaking Caribbean and Haiti, *International Journal of Legal Information* 40 (3): 417-515.

Percentage of Time Devoted to LAS: 25%

Distinctions: Chair of ACURIL Law Subject Content Group, 2007.

FONSECA, Brian

Year of Appointment/Experience: 2010

Title/Department: Director of Operations, Applied Research Center; Adjunct Professor, Latin American and Caribbean Center and Department of Politics and International Relations.

Tenure Status: Non-tenure-track

Education: B.A., Florida International University, International Relations, 2006; M.A., Florida International University, International Business, 2010; Ph.D., University of Miami, International Relations, 2016 (expected).

Languages: Spanish (S-5)

Research/Teaching Specialization: International Relations of Latin America, Politics of Central America, Latin American Studies, Cotemporary International Problems, National Security Studies, Energy and Environmental Policy Issues, and Comparative Politics. Current curriculum focuses on the historical, cultural, geographic, political, economic, and security considerations that inform the national security thought of countries throughout Latin America and the Caribbean.

Field Research Experience: Argentina, Chile, Colombia, Dominican Republic, El Salvador, Honduras, Jamaica, Panama, Peru, Uruguay, Venezuela

Selected Publications:

2010 "Peruvian Strategic Culture" co-authored with Joseph Tulchin, Visiting Professor at Harvard University.

2010 "Domestic Politics in the Dominican Republic after the Earthquake in Haiti.

2009 "Haitian Strategic Culture" co-authored with Eduardo Gamarra, Professor at Florida International University.

Percentage of Time Devoted to LAS: 75%

Distinctions: The Department of Politics and International Relations nominee for Adjunct Faculty of the Year at Florida International University, 2012; Outstanding Sophomore (Student Life Awards) at Florida International University, 2001-2002; United States Marine of the Year, 2000; Navy and Marine Corps Achievement Medal, 2000 and 1998.

FOURQUREAN, James

Year of Appointment/Experience: 1993

Title/Department: Professor, Biological Sciences; Director, Marine Education and Research Initiative

Tenure Status: Tenured

Education: B.A., University of Virginia, Biology and Environmental Sciences, 1983; M.S., University of Virginia, Environmental Sciences, 1987; Ph.D., University of Virginia, Environmental Sciences, 1992.

Number of Theses Supervised During Past 5 Years: 5

Research/Teaching Specialization: Biogeochemistry of the coastal ocean, community ecology, nutrient cycling in the marine environment, primary productivity of aquatic systems, seagrass physiological ecology, ecosystem modeling

Field Research Experience: Mexico, Panama, Bermuda

Selected Publications:

- 2013 Introduction to Bermuda Geology, Oceanography and Climate, in: C. Sheppard, ed., Coral Reefs of the World – Volume 4: Coral Reefs of the UK Overseas Territories, New York: Springer, Dordrecht.
- 2013 Tropical Species at the Northern Limit of Their Range: Composition and Distribution in Bermuda's Benthic Habitats in Relation to Depth and Light Availability (with S. M. Manuel, et al.), Marine Environmental Research 89: 63-75.

Percentage of Time Devoted to LAS: 25%

Distinctions: National Oceanic and Atmospheric Administration, Aquarius Reef Base operations, January 1, 2013; Australian National Network in Marine Sciences Visiting Scholar fellowship, 2011; Gledden Visiting Senior Fellowship, University of Western Australia, 2011.

FRANCISCO-ORTEGA, Javier

Year of Appointment/Experience: 1999

Title/Department: Professor, Biological Sciences

Tenure Status: Tenured

Education: B.S. Escuela Técnica Superior de Ingenieros Agrónomos, Madrid, Spain, Agronomy, Horticulture Science, 1987; M.Sc., The University of Birmingham, Great Britain, 1988; Ph.D., The University of Birmingham, Great Britain, 1992.

Number of Theses Supervised During the Past 5 Years: 2

Languages: Spanish (S-5)

Research/Teaching Specialization: Plant biodiversity on islands, taxonomy, evolution and systematics of tropical plants; taxonomy, evolution and systematics of plants from Southern Florida and the West Indies; cycad biology, palm biology, sunflower biology

Field Research Experience: West Indies, Atlantic Islands, Mexico

Selected Publications:

- 2012 *Zamia* (Cycadales: Zamiaceae) on Puerto Rico: Asymmetric Genetic Differentiation and the Hypothesis of Multiple Introductions (with A. Meerow, et al.), American Journal of Botany 99: 1828-1839.
- 2012 Phylogenetic Placement of the Dominican Republic Endemic Genus *Sarcopilea* (Urticaceae) (with B. Jestrow, et al.), Taxon 61: 592-600.
- 2012 Population Dynamics of the Endangered Plant *Phaedranassa tunguraguae* from the Tropical Andean Hotspot (with N. Oleas, et al.), Journal of Heredity 103: 557-569.

Percentage of Time Devoted to LAS: 100%

Distinctions: NSF grant for studying the phylogeography and conservation genetics of the Caribbean *Zamia* clade, 2011-2013; Mohamed Bin Zayed Species Conservation Fund grant for developing an action plan for critically endangered palms in Haiti, 2012-2013; invited guest lecturer, Universidad de Puerto Rico, 2012.

FROMM, Annette

Year of Appointment/Experience: 2006

Title/Department: Assistant Professor, Art and Art History; Coordinator, Frost Art Museum

Tenure Status: Non-tenure-track

Education: B.A., Kent State, African Studies, 1973; M.A., Ph.D., Indiana University, Folklore, 1992.

Languages: Greek (S-3), French (S-2), Spanish (S-2)

Research/Teaching Specialization: Sephardic Jews, museums and ethnicity, museum studies, anthropology, folklore

Field Research Experience: Greece, United States

Selected Publications:

In Press Museums and Truth (with V. Golding and P. Rekdal). Cambridge, UK: Cambridge Scholars Press.

In Press Dissolving Boundaries: Museological Approaches to National, Social and Cultural Issues (with B. Kerkhoff-Hader). Bamberg: Bamberger Beiträge zur Europäischen Ethnologie 13.

2012 Museums and Representation: Reality, Demagogy or Fantasy? Girona, Spain: Institut Català de Recerca en Patrimoni Cultural.

2010 Practices of Inclusion, in O. Guntarik (ed.), Narratives of Community and Hope: Museums and Ethnicity. Edinburgh, Scotland: MuseumsEtc, pp. 242-261.

Percentage of Time Devoted to LAS: 25%

Distinctions: Smithsonian Affiliations Visiting Professionals Fellowship, 2011; Editorial Board, International Journal of Intangible Heritage, 2008-10; Scientific Committee, Heritage, 2009-10; Cultural Heritage Tourism Committee, VISIT FLORIDA, 2008-09; Scientific Committee, Sharing Cultures Conference, International Conference on Intangible Heritage, Pico Island, Azores, 2008-09; President, International Committee of Museums of Ethnography (ICME) (2007 – Present); ICOM-US Board ex officio; Secretary, International Committee of Museums of Ethnography (ICME), (2004-07); Florida Folklife Council, State of Florida, 2009-12; Member, Editorial Committee, Sephardic and Greek Holocaust Library, Sephardic House (2002 – Present); Cambridge Who's Who among Executives, Professionals and Entrepreneurs, 2009; The President's Call to Service Award, 2006; Who's Who in America, 60th Diamond Anniversary Edition, 2005-07.

FUENTES, Hector R.

Year of Appointment/Experience: 1992

Title/Department: Professor, Civil and Environmental Engineering

Tenure Status: Tenured

Education: B.S., Industrial University of Santander (Spain), Civil Engineering, 1972; M.S., Vanderbilt University, Environmental and Water Resources Engineering, 1980; M.S., Vanderbilt University, Engineering Management, 1982; Ph.D., Vanderbilt University, Environmental Engineering, 1982.

Languages: Spanish (S-5)

Research/Teaching Specialization: Environmental and water quality engineering, water supply and sanitation for developing countries, solid non-hazardous and hazardous waste management, green engineering and pollution prevention and control, Latin American environmental policy and management

Field Research Experience: Central America

Percentage of Time Devoted to LAS: 25%

Distinctions: Association of Engineering and Science Professors Distinguished Service Award, 2011; Certificate of Appreciation for Service as Member of the Board of Trustees of the American Academy of Environmental Engineers, 2011.

GABILONDO, José M.

Year of Appointment/Experience: 2005

Title/Department: Professor, College of Law

Tenure Status: Tenured

Education: B.A., Harvard College; J.D., University of California, Berkeley.

Languages: Spanish (S-5)

Research/Teaching Specialization: Cuba legal studies, international finance, liquidity risk regulation, legal pedagogy, corporate finance, international finance, corporate and partnership tax, federal income tax

Field Research Experience: Cuba

Selected Publications:

In Press The Rise of Risk-Based Capital for Financial Intermediaries, in Handbook on Securities Regulation, Northampton, Mass.: Edward Elgar Publishing.

2013 Evolving Legal Frameworks for Central Bank Liquidity Stabilization: The Fed as a Case Study, in Banking and Financial Services Policy Report.

2013 Los fueros de la heterosexualidad, in La discriminación de género en el derecho y sus expresiones en la legislación y en la práctica jurídica. Havana, Cuba: Unión Nacional de Juristas.

2011 Dodd-Frank, Liability Structure, and Financial Instability Cycles: Neither a (Ponzi) Borrower nor a Lender

Percentage of Time Devoted to LAS: 25%

GAMARRA, Eduardo

Year of Appointment/Experience: 1986

Title/Department: Professor, Politics and International Relations

Tenure Status: Tenured

Education: B.A., University of Arkansas, Political Science, 1979; M.A., University of Arkansas, Economics, 1980; Ph.D., University of Pittsburgh, Political Science, 1987.

Number of Theses Supervised During Past 5 Years: 35

Languages: Spanish (S-5), Portuguese (S-3), Aymara (S-1)

Research/Teaching Specialization: Latin American politics, democratization, neo-populism

Field Research Experience: Bolivia, Colombia, Central America, Mexico, Dominican Republic, Venezuela, Ecuador, Peru, Haiti

Percentage of Time Devoted to LAS: 100%

Distinctions: Editorial Advisory Board, Hemisphere (1994 – Present); Contributing Editor, Handbook of Latin American Studies (1994 - Present); Member, Advisory Board, Mexican-American Chamber of Commerce (1998 – Present); Director, Bolivian American Chamber of Commerce; Member Advisory Board, Foreign Affairs en Español; Member Advisory Board, Institute for International Education (IIE); Member Advisory Board, Pensamiento Propio; Member Advisory Board, Colombia Internacional; Member Advisory Board, La Casa de la Madre y el Niño, Bogotá, Colombia; Member of Bolivian Academy of Science.

GARCIA, Elena

Year of Appointment/Experience: 2001

Title/Department: Instructor, Theater and Dance

Tenure Status: Non-Tenure-track

Education: B.A., Florida Atlantic University, Psychology, 2010; Professional Degree, National School of Arts of Cuba, Modern Dance and Cuban Folklore, 1979.

Languages: Spanish (S-5)

Research/Teaching Specialization: Cuban dance, modern dance, Cuban folklore

Field Research Experience: Cuba, Spain

Percentage of Time Devoted to LAS: 100%

GARCIA, Orlando

Year of Appointment/Experience: 1987

Title/Department: Professor and Director, School of Music

Tenure Status: Tenured

Education: B.A., Frostburg State University, Philosophy/Spanish Literature, 1977; B.M., Florida International University, Theory/Composition, 1980; M.M., University of Miami, Theory/Composition, 1982; D.M.A., University of Miami, Music Composition, 1984.

Number of Theses Supervised During the Past 5 Years: 6

Languages: Spanish (S-5)

Research/Teaching Specialization: Music composition, music theory/analysis, electronic music, experimental arts, twentieth-century music history, Latin American music, aesthetics

Field Research Experience: Venezuela, Mexico, El Salvador, Puerto Rico, Cuba, Argentina, Brazil, Uruguay, Colombia, Peru, Spain, Canada, Holland, Germany, France, Japan, Korea, Italy, Poland

Percentage of Time Devoted to LAS: 25%

Distinctions: 3 Latin Grammy nominations in the best contemporary classical composition category for *silencios imaginados* 2010, *mixtura* 2011; Civitella Ranieri Foundation residency in Perugia, Italy for the creation of a new work for the Miami Symphony and the Latin American String Quartet, 2013.

GARCIA-ZAMOR, Jean-Claude

Year of Appointment/Experience: 1990

Title/Department: Professor, Public Administration

Tenure Status: Tenured

Education: B.A., University of Puerto Rico, Political Science, 1959; MPA, University of Puerto Rico, Public Administration, 1961; M.A., New York University, Latin American History, 1967; Ph.D., New York University, Public Administration 1968.

Languages: French (S-2), Spanish (S-5), Portuguese (S-3), Haitian Creole (S-2)

Research/Teaching Specialization: Governance and development

Selected Publications:

2013 Strategies for Urban Development in Leipzig, Germany: Harmonizing Planning and Equity. New York: Springer Publishers.

Percentage of Time Devoted to LAS: 25%

GAVIOLI, Nicola

Year of Appointment/Experience: 2011

Title/Department: Assistant Professor, Modern Languages

Tenure Status: Tenure-track

Education: B.A., M.A., University of Bologna, Italy, Comparative Literature, 2004; Ph.D., University of California-Santa Barbara, Luso-Brazilian Studies, 2011.

Languages: Italian (S-5), Portuguese (S-4), Spanish (S-4), French (S-2)

Research/Teaching Specialization: Brazilian and Portuguese literature

Field Research Experience: Brazil

Pedagogy Training: FIU Foreign Language Teaching Methods Course; FIU Teaching Practicum; Center for the Advancement of Teaching Training Workshop Series; ACTFL Workshop; Various Foreign Language Pedagogy Webinars; K-12 Language for Business Workshop; Teaching Portuguese to Heritage Speakers Pedagogy Workshop

Selected Publications:

In Press Mythicizing Disability: The Life and Opinions of (What Is Left of) Estamira, in S. Antebi and B. Jorgensen (eds.). Syracuse, NY: Syracuse University Press.

2012 Archeology of a Delirium: Machado de Assis and Giacomo Leopardi, Espelho: Revista Machadiana, pp. 7-17.

2012 A Poetic System against the Abyss: Fernando Pessoa's Heteronyms and Kierkegaard's Concept of Anxiety, Revista Letras 82: 237-246.

2010 Delirio y alcohol en la narrativa de la Guerra Colonial de Antonio Lobo Antunes, in S. Poot-Herrera (ed.), Aguas Santas de la Creación: Congreso Internacional Bebida y Literatura II. Mérida, Mexico: Dirección de Cultural del Ayuntamiento de Mérida, pp. 197-205.

Percentage of Time Devoted to LAS: 100%

Distinctions: National Endowment for the Humanities Summer Seminar "Brazilian Literature: Twentieth-Century Urban Fiction" Award, 2013; co-recipient of Outstanding Institution Promoting Portuguese Language AOTP Annual Brazilian International Press Award, 2012.

GEBELEIN, Jennifer

Year of Appointment/Experience: 2001

Title/Department: Assistant Director of Online and Web Management, Earth & Environment

Tenure Status: Non-tenure-track

Education: B.A., Syracuse University, Biology, 1994; M.A., Rosenstiel School of Marine and Atmospheric Science, Marine Affairs, 1996; Ph.D., University of California, Santa Barbara, Geography, 2001.

Number of Theses Supervised During Past 5 Years: 7

Languages: French (S-3), Spanish (S-2)

Research/Teaching Specialization: Land use and land cover change in tropical island communities in Caribbean, assessing linkages between anthropogenic impacts on environment and modeling those impacts into future scenarios, classifying remote sensing imagery, coastal change over time due to human intervention, linking land cover change with socioeconomic and political change in Cuba

Field Research Experience: Cuba

Selected Publications:

2013 Cuban Agriculture, in Encyclopedia of Food and Agricultural Ethics (P. Thompson & D. Kaplan, eds.). Berlin Heidelberg: Springer-Verlag.

Percentage of Time Devoted to LAS: 25%

Distinctions: Co-PI, USDA grant, Disease, Dogs and Drones: Early Detection of the Laurel Wilt Pathogen, 2013-2014; Co-PI, National Science Foundation grant, Growing Community Roots for the Geosciences in Miami, Florida.

GIRARD, Chris

Year of Appointment/Experience: 1995

Title/Department: Assistant Professor, Sociology

Tenure Status: Tenured

Education: B.A., University of California-Berkeley, Sociology, 1975; M.S., University of Wisconsin-Madison, Sociology, 1981; Ph.D., University of Wisconsin-Madison, Sociology, 1988.

Number of Theses Supervised During Past 5 Years: 1

Languages: Spanish (S-5)

Research/Teaching Specialization: Suicide, welfare leavers and reform, Cuban exile ideology, race/ethnicity, statistics, research methods, social problems, marriage and the family

Selected Publications:

2012 Exile Politics and Republican Party Affiliation: The Case of Cuban Americans in Miami (with G. Grenier & H. Gladwin), Social Science Quarterly 93 (1): 42-57.

2010 The Declining Symbolic Significance of the Embargo for South Florida's Cuban Americans (with G. Grenier & H. Gladwin), Latino Studies 8 (1): 4-22.

2010 Chris Girard, Guillermo Grenier, and Hugh Gladwin. "The Declining Symbolic Significance of the

Percentage of Time Devoted to LAS: 75%

GLAB, Edward

Year of Appointment/Experience: 2004

Title/Department: Clinical Professor and Director, Global Energy Security Forum, School of International and Public Affairs

Tenure Status: Non-tenure-track

Education: B.A., Roosevelt University, Chicago, Political Science; M.A., Northern Illinois University, Political Science; Ph.D., Northern Illinois University, Political Science, 1975.

Languages: Spanish (S-5)

Research/Teaching Specialization: Political science, international business, geopolitics of petroleum, emergency response management, media management training

Field Research Experience: Peru, Chile, Argentina, Mexico, Caribbean, Puerto Rico; international oil and gas business experience in approximately 75 countries in Asia, Europe, Latin America and Africa.

Percentage of Time Devoted to LAS: 25%

Distinctions: Fulbright-Hays Scholar; Fulbright Professor; Member, Argentine Fulbright Commission; Pi Sigma Alpha (National Political Science Honor Society)

GLADWIN, Hugh

Year of Appointment/Experience: 1981

Title/Department: Associate Professor, Anthropology; Director, Institute for Public Opinion Research (IPOR)

Tenure Status: Tenured

Education: B.A., Catholic University of America, Philosophy, 1964; M.A., Stanford University, Anthropology, 1965; PhD, Stanford University, Anthropology, 1970.

Languages: Spanish (S-1)

Research/Teaching Specialization: Disaster studies, ethnicity, polling and research methods

Field Research Experience: Mexico

Percentage of Time Devoted to LAS: 25%

Distinctions: FIU Principal Investigator, NSF Collaborative Grant, From Warnings to Dynamic Hurricane Evacuation Modeling: An Integrated Social Science-Engineering Perspective, 2009-2011; Co-Principal Investigator, NSF Grant, Communicating Forecast Information to Optimize Evacuation Behavior. 2009-2011.

GOLDBERG, Walter M.

Year of Appointment: 1973

Title/Department: Professor Emeritus, Biological Sciences

Tenure Status: Tenured

Education: B.S., The American University, Washington, D.C., 1968; M.S., Florida Atlantic University, 1970; PhD, University of Miami, School of Marine & Atmospheric Sciences, 1973.

Number of Theses Supervised During Past 5 Years: 1

Research/Teaching Specialization: Coral biology, structure, histology, cytochemistry

Field Research Experience: Puerto Rico

Selected Publications:

2013 The Biology of Reefs and Reef Organisms. Chicago: University of Chicago Press.

Percentage of Time Devoted to LAS: 25%

GOMEZ, Juan Carlos

Year of Appointment/ Experience: 2010

Title/Department: Director, Carlos A. Costa Immigration and Human Rights Clinic, College of Law; Assistant Clinical Professor, College of Law

Tenure Status: Non-tenure-track

Education: B.A., Honors, Florida International University, Political Science and History, 1985; J.D., University of Pennsylvania Law School, Comparative Labor Law Journal, Senior Associate Editor, 1989.

Languages: Spanish (S-5)

Research/Teaching Specialization: Administrative Law, Immigration Law, U.S. Immigration, Nationality Law

Field Research Experience: Guatemala, El Salvador

Percentage of Time Devoted to LAS: 50%

Distinctions: FLDREAM/FIU Students Working for Equal Rights, Heart of Gold Award, 2013; Legal Services of Greater Miami, Inc. Blanca Fiallo Memorial Award, 1995; Advocacy Center for Persons with Disabilities, Certificate of Recognition, 1995.

GOMEZ, Manuel

Year of Appointment/Experience: 2007

Title/Department: Associate Professor, Law

Tenure Status: Tenured

Education: J.D., Universidad Católica Andrés Bello, Law, 1993; Civil Procedure, Universidad Católica Andrés Bello, Law, 1996; J.S.M., Stanford University, Law, 2002; J.S.D., Stanford University, Law, 2007.

Languages: Spanish (S-5)

Research/Teaching Specialization: Dispute resolution (litigation, arbitration and mediation), legal and institutional reform, social policy issues in Latin America, legal education, the organization of the legal profession, mass tort litigation in Latin America, globalization of collective litigation, international and comparative law, international commercial arbitration, alternative dispute resolution

Selected Publications:

In Press Innovations in Legal Education in Latin America, 2nd Edition (with R. Pérez-Perdomo), Puerto Rico: Universidad Metropolitana Press.

In Press Legal and Political Culture in Venezuela, 1999-2012 (with R. Pérez-Perdomo). Puerto Rico: Universidad Metropolitana Press.

2013 The Global Chase: Seeking the Recognition and Enforcement of the Lago Agrio Judgment outside of Ecuador, *Stanford Journal of Complex Litigation* 101.

2011 Greasing the Squeaky Wheel of Justice: Lawyers, Social Networks and Dispute Processing, in Y. Dezalay & B. Garth, (eds.), *The Role of Lawyers in the Construction of States*. New York: Routledge.

2010 Political Activism and the Practice of Law in Venezuela, in J. Couso, et al. (eds.), *Cultures of Legality: Judicialization and Political Activism in Latin America*. New York: Cambridge University Press.

Percentage of Time Devoted to LAS: 50%

Distinctions: FIU, Center for International Business Education Research (CIBER) research grant, 2013; FIU, Center for International Business Education Research (CIBER) faculty award, 2013; Fellow, Stanford Center for the Legal Profession, Stanford Law School, 2012-present; FIU, Bhagwan Mahavir Junior Faculty Fellowship, 2011; Universidad Surcolombiana, Colombia, research excellence diploma, 2011. Law and Society Association, Dissertation Award for outstanding scholarship in a dissertation, 2008; Latin American Studies Association, Venezuelan Studies Section, Best Article, 2007; Richard S. Goldsmith Award for Best Paper in Dispute Resolution at Stanford University, 2007; Colegio de Abogados del Distrito Federal, Honorary Award, 2006; Ayacucho Graduate Fellow, Center for Latin American Studies, 2002-05.

GOMEZ, María Asunción

Year of Appointment/Experience: 1997

Title/Department: Associate Professor, Modern Languages

Tenure Status: Tenure-track

Education: B.A., Universidad de Salamanca, Spain, Philosophy and Humanities, 1987; M.A., West Virginia University, Comparative Literature, 1991; Rutgers University, Spanish, 1996.

Number of Dissertations Supervised During Past 5 Years: 1

Languages: Spanish (S-5)

Research/Teaching Specialization: Spanish literature and film

Selected Publications:

- 2012 En busca de la sombra y los sueños de Clitemnestra: La revisión del mito en la obra dramática de María José Ragué-Arias y Dacia Maraini, *Romance Quarterly* 59 (3): 133-144.
- 2011 El mal de España: Parodia de la visión organicista de la nación en *Tiempo de silencio* de Luis Martín Santos, *Nueva Revista de Filología Hispánica* 59 (1): 135-149.
- 2011 Soy mi madre: El complejo de la madre muerta en *Isabel y María* de Mercè Rodoreda, *Confluencia* 26 (2): 105-117.

Percentage of Time Devoted to LAS: 100%

Distinctions: FIU Research and University Graduate School Grant for the Enhancement of Doctoral Student Recruitment, 2013-2014.

GONZALEZ, Ricardo

Year of Appointment/Experience: 2009

Title/Department: Instructor, Geography

Tenure Status: Non-tenure-track

Education: B.A., Pontificia Universidad Católica del Perú, Geography, 1994; M.A., University of Miami, Marine Affairs and Policy, 2001; Ph.D., University of Hawaii, Geography, 2008.

Languages: Spanish (S-5), French (S-2)

Research/Teaching Specialization: Coastal and marine natural resources management, community-based resource management, marine policy, human role in environmental change, geography of Latin America and the Caribbean

Field Research Experience: Peru, Mexico, Nicaragua, Costa Rica, Jamaica, Cuba

Selected Publications:

- 2010 Environmental and Human Impacts of Nuclear Testing in Remote Oceania: 1946-1996 (with M. Merlin), in J.R. McNeill and C. Unger, *Environmental Impacts of the Cold War*. Washington, D.C.: Cambridge University Press.
- 2010 Auge y Crisis: La Pesquería de la Concha de Abanico (*Argopecte purpuratus*) en la región Pisco-Paracas, Costa Sur del Peru, *Espacio y Desarrollo* 2(22): 25-51.

Percentage of Time Devoted to LAS: 75%

Distinctions: Operational Coordinator of the Costa Maya Marine and Coastal Resource Management Station Quintana Roo, Mexico.

GONZALEZ, Veronica

Year of Appointment/Experience: 2004

Title/Department: Archivist, FIU Libraries

Tenure Status: Non-tenure-track

Education: B.S., Library Science, Universidad Tecnologica, Santiago, Chile, 1998.

Research/Teaching Specialization: New technology and best practices in digital audio and preservation; Díaz-Ayala Cuban and Latin American Popular Music Collection.

Percentage of Time Devoted to LAS: 75%

Distinctions: Member, Diaz-Ayala Cuban and Latin American Popular Music Collection Travel Grant Selection Committee.

GOODRICH, Jonathan

Year of Appointment/Experience: 1974

Title/Department: Professor, Marketing, College of Business

Tenure Status: Tenured

Education: B.S., University of the West Indies, Economics, 1966; M.A., University of Georgia, Marketing, 1971; M.B.A., State University of New York-Buffalo, 1974; Ph.D., State University of New York-Buffalo, Marketing, 1977.

Research/Teaching Specialization: Marketing, tourism

Field Research Experience: Caribbean

Selected Publications:

2012 Learning Marketing Accounting Skills in the Introductory Marketing Course: The Development, Use, and Acceptance of a Self-Study Tutorial (with Y. Chen, et al.), Marketing Education Review 22 (3): 241-250.

2005 "The Big American Blackout of 2003: A Record of The Events and Impacts on USA Travel and Tourism," Journal of Travel & Tourism Marketing, 18.2 (fall): 31 -37.

Percentage of Time Devoted to LAS: 50%

Distinctions: Book review editor for the Journal of Travel Research.

GREENE, Lara

Year of Appointment/Experience: 2007

Title/Department: Lecturer, Music

Tenure Status: Non-tenure-track

Education: B.A., University of California-Santa Cruz, Music, 1995; A.B.D., Florida State University.

Languages: Spanish (S-4)

Research/Teaching Specialization: Cuban popular dance music, immigrant music, adaptation of Cuban musicians in Miami

Field Research Experience: Cuba, Peru

Percentage of Time Devoted to LAS: 75%

GRENIER, Guillermo

Year of Appointment/Experience: 1986

Title/Department: Professor, Sociology

Tenure Status: Tenured

Education: B.A., Georgia State University, English and Anthropology, 1974; M.A., University of New Mexico, Latin American Studies, 1979; Ph.D., University of New Mexico, Sociology, 1985.

Languages: Spanish (S-5)

Research/Teaching Specialization: Immigration, ethnicity and social change, Cuba and Cuban-Americans

Selected Publications:

2010 Waves of Despair, Waves of Hope: Cuban Migration and the Rise of the Cuban-American Community. University of Notre Dame Press book contract. With Lisandro Pérez and Sung-Shang Sung.

Percentage of Time Devoted to LAS: 100%

Distinctions: PI, FIU Cuba Poll, 1991-Present; Member, Advisory Committee, Workplace Ethnography Coding Project, National Science Foundation, 2000-Present.

GUDORF, Christine

Year of Appointment/Experience: 1993

Title/Department: Professor, Religious Studies

Tenure Status: Tenured

Education: B.S., Indiana University, Classics, Religion, Secondary Social Studies, 1971; M.A., Columbia University, Religion, 1976; Ph.D., Columbia University, Religious and Christian Ethics, 1979.

Number of Theses Supervised During Past 5 Years: 11

Languages: Spanish (S-4), Latin (S-4), French (S-2)

Research/Teaching Specialization: Development ethics, religious and social teaching, religion in the Americas

Field Research Experience: Peru, Nicaragua, Poland, Turkey, Spain, Italy, France, Germany, Indonesia

Selected Publications:

2013 Feminist Treatments of Sacrifice and the Future of Catholic Sacrificial Eucharist, in L. C. Susin, ed. Concilium 4.

2013 Comparative Religious Ethics: Everyday Decisions for Our Everyday Lives. Minneapolis: Fortress Press.

2013 New Evaluations of Capital Punishment, Dialog: 99-109.

2012 Gender and Patriarchy in World Religions, in H. LaFollette, ed., The International Encyclopedia of Ethics.

2011 Feminist Approaches to Women and Torture, *Journal of Religious Ethics* 39 (4): 613-622.

Percentage of Time Devoted to LAS: 25%

Distinctions: William Shannon Lecture, Nazareth College, Rochester, NY, April 2010; Phyllis Tribble Lecture, Wake Forest University, March 2010.

GUERETTE, Rob T.

Year of Appointment/Experience: 2004

Title/Department: Associate Professor, Criminal Justice

Tenure Status: Tenured

Education: B.S., College of Charleston, SC, Sociology, 1994; M.S., University of North Carolina-Charlotte, Criminal Justice, 2000; Ph.D., Rutgers University, Criminal Justice, 2004.

Number of Theses Supervised During Past 5 Years: 7

Languages: Spanish (S-1)

Research/Teaching Specialization: Transnational crime and national security, crime prevention, applied research methods

Field Research Experience: Mexico

Selected Publications:

2013 Does Opportunity Make the Poacher? An Analysis of Neo-Tropical Illicit Parrot Markets, in A. Lemieux (ed.), Situational Crime Prevention of Poaching: An International Perspective. New York: Taylor & Francis.

2010 Crossborder Policing, in M. Natarajan (ed.), International Crime and Justice. New York: Cambridge University Press.

Percentage of Time Devoted to LAS: 50%

Distinctions: Research Partner, U.S. Department of Justice, Office of U.S. Attorney for Southern District of Florida Miami Violence Reduction Partnership, 2012-Present; Recipient, FIU CAS Merit Award, 2011.

GUIRIBITEY, Marie

Year of Appointment/Experience: 2008

Title/Department: Lecturer, Modern Languages

Tenure Status: Non-tenure-track

Education: Ph.D., Spanish, Florida International University, 2007.

Languages: Spanish (S-5)

Research/Teaching Specialization: Literature and historical memory, Cuban literature

Field Research Experience: Spain

Pedagogy Training: FIU Foreign Language Teaching Methods Course; FIU Teaching Practicum; Center for the Advancement of Teaching Training Workshop Series; ACTFL Workshop; Various Foreign Language Pedagogy Webinars

Percentage of Time Devoted to LAS: 100%

GUMMERSON, Alan

Year of Appointment/Experience: 1994

Title/Department: Senior Lecturer, Economics, 1971.

Tenure Status: Non-Tenure-track

Education: B.A., Grinnell College, History; Ph.D., University of Wisconsin-Madison, Economics.

Research/Teaching Specialization: Macroeconomics, economic development

Field Research Experience: Argentina, Brazil, Chile

Percentage of Time Devoted to LAS: 25%

HAAR, Jerry

Year of Appointment/Experience: 2004

Title/Department: Professor, Management and International Business

Tenure Status: Non-tenure-track

Education: B.A., American University, International Relations, 1970; M.A., Johns Hopkins University, Psychology, 1972; Ph.D., Columbia University, Political Science, 1974.

Languages: Spanish (S-4), Portuguese (S-4), French (S-2)

Research/Teaching Specialization: Innovation and competitiveness, multinational corporate strategy, trade policy and regional economic integration, business-government relations, entrepreneurship, international marketing

Selected Publications:

2013 Entrepreneurial Firms and Cluster Competitiveness: Institutions and Public Policy Determinants (with F. Ferreira), *International Journal of Transitions and Innovation Systems* 3 (1): 2013.

2012 The Future of Entrepreneurship in Latin America (with E. Brenes, eds.), New York and London: Palgrave Macmillan.

Percentage of Time Devoted to LAS: 25%

HEINEN, Joel

Year of Appointment/Experience: 2001

Title/Department: Professor, Earth and Environment

Tenure Status: Tenured

Education: B.S., University of Michigan, Natural Resources, 1979; M.S., Virginia Tech, Wildlife Biology, Remote Sensing, 1982; M.S., Ohio State University, Behavioral and Community Ecology, 1984; Ph.D., University of Michigan, Resource Ecology and Management, 1992.

Languages: Nepali (S-2), Spanish (S-2), French (S-2)

Research/Teaching Specialization: Conservation biology and policy, terrestrial vertebrate ecology

Selected Publications:

2010 Burns, W. and J.T. Heinen (editors; in prep). *Handbook on Global Environmental Issues*. Hackensack, NJ: World Scientific Publishing Company.

Percentage of Time Devoted to LAS: 25%

Distinctions: Metropolitan Who's Who (2006-2007).

HERNANDEZ, Mirtha

Year of Appointment/Experience: 1987

Title/Department: Associate University Librarian, Principal Monographic Cataloguer

Tenure Status: Non-tenure-track

Education: B.A., University of Puerto Rico, Latin American History, 1975; M.A., Louisiana State University, Latin American History, 1977; M.S., Louisiana State University, Library Information Systems, 1987.

Languages: Spanish (S-5)

Research/Teaching Specialization: Cataloging and processing monographs and atlases, especially in Spanish and Portuguese; establishing name and series headings, proposing subject headings for Library of Congress use.

Percentage of Time Devoted to LAS: 75%

HICKEY-VARGAS, Rosemary

Year of Appointment/Experience: 1990

Title/Department: Professor, Earth & Environment

Tenure Status: Tenured

Education: B.S., Hofstra University, Geology, 1977; Ph.D., Massachusetts Institute of Technology, Geochemistry, 1983.

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (S-5)

Research/Teaching Specialization: Geochemistry and igneous petrology, magmatic and tectonic history of the southern Andes and Western Pacific island arcs and marginal basins

Field Research Experience: Andes, Chile

Selected Publications:

- 2008 Hickey-Vargas, R., Bizimis, M., Deschamps, A. Onset of the Indian Ocean isotopic signature in the Philippine Sea Plate: Hf and Pb isotope evidence from Early Cretaceous terranes, Earth and Planetary Science Letters, 268, 255-267.
- 2008 Reagan, M.K., Hanan, B.B., Hartman, B.S., Heizler, M.T., Hickey-Vargas, R. Petrogenesis of volcanic rocks from Saipan and Rota, Mariana Islands and implications for the evolution of nascent island arcs, Journal of Petrology, 49, 441-464.
- 2008 Chris Dale, Ambre Luguét, Colin G Macpherson, Graham Pearson, and Rosemary Hickey-Vargas Extreme platinum-group element fractionation and variable Os isotope compositions in Philippine Sea basalts: Tracing mantle source heterogeneity, Chemical Geology, 248, 213-238.
- 2006 Hickey-Vargas, R., Savov, I., Bizimis, M., Ishii, T. and Fujioka, K. (2006) Origin of diverse geochemical signatures in igneous rocks from the West Philippine Basin: Implications for tectonic models, in: "Back-Arc Spreading Systems: Geological, Biological, Chemical and Physical Interactions," D. Christie, editor, AGU Geophysical Monograph Series 166, 287-303.
- 2005 Hickey-Vargas, R. (2005) Basalt and tonalite from the Amami Plateau, Northern West Philippine Basin: New age and geochemical results and their petrologic and tectonic implications, The Island Arc 14, 653-665.

Percentage of Time Devoted to LAS: 75%

HILL, Kevin

Year of Appointment/Experience: 1993

Title/Department: Associate Professor, Politics and International Relations

Tenure Status: Tenured

Education: BA, Furman University, Political Science and History, 1988; M.A., University of Florida, Political Science, 1991; Ph.D., University of Florida, Political Science, 1993.

Languages: Spanish (S-2)

Research/Teaching Specialization: Elections and voting

Field Research Experience: Latin America, Africa

Selected Publications:

2005 Politics in America's South. Rowman and Littlefield.

Percentage of Time Devoted to LAS: 25%

HINTZEN, Percy

Year of Appointment/Experience: 2012

Title/Department: Professor, Sociology

Tenure Status: Tenured

Education: B.Soc.Sc., University of Guyana, Sociology, 1973; M.A., Clark University, International Urbanization and Public Policy, 1975; M.Phil., Yale University, Comparative Social Change, 1977; M.A., Yale University, Sociology, 1977; Ph.D., Yale University, Political Sociology and Comparative Social Change, 1981.

Number of Theses Supervised During Past 5 Years: 12

Languages: Spanish (S-2), French (S-2)

Research/Teaching Specialization: Development studies, postcolonial studies, Caribbean studies, diaspora studies, critical methodology, comparative race and ethnicity

Field Research Experience: Caribbean, Africa (Kenya and Tanzania), Guatemala, Java

Selected Publications:

2010 Global Circuits of Blackness: Interrogating the African Diaspora. Jean Rahier, Percy C. Hintzen, Filipe Smith (eds). Champaign, Illinois: University of Illinois Press.

Percentage of Time Devoted to LAS: 50%

Distinctions: Project, Director, U.S. Department of Education, Foreign Language and Area Studies Fellowships, August 2010-August 2014. \$1,326,000.00; Project Director, US Department of Education, National Resource Center. August 2010-August 2014. \$1,090,176.00

HOBERTMAN, Gabriela

Year of Appointment/Experience: 1993

Title/Department: Research Associate/Team Leader/Adjunct Professor, Disaster Risk Reduction Program

Tenure Status: Non-tenure-track

Education: B.A., Universidad Argentina John F. Kennedy, Political Science, 2003; M.A., Florida International University, Political Science, 2007; Ph.D., Florida International University, Political Science, 2010.

Languages: Spanish (S-5)

Research/Teaching Specialization: Latin American comparative politics, disaster risk reduction, political economy of disasters, governance and accountability

Field Research Experience: South America, Dominican Republic

Selected Publications:

2011 Establishing Public Accountability, Speaking Truth to Power, and Inducing Political Will for Disaster Risk Reduction: Ocho Rios+25 (with R. Olson & J. P. Sarmiento), *Environmental Hazards* 10: 59-68.

Percentage of Time Devoted to LAS: 100%

Distinctions: Natural Hazards Center (NHC) Quick Response Grant for field research in Chile following the February 2010 earthquake and tsunami.

HOLLANDER, Gail

Year of Appointment/Experience: 2000

Title/Department: Associate Professor, Geography

Tenure Status: Tenured

Education: Ph.D., University of Iowa, Geography, 1999.

Research/Teaching Specialization: Globalization and economic geography, agrarian studies, geography of Florida and the Caribbean, political ecology of agrofuels, urban ecology and climate change

Field Research Experience: Caribbean

Percentage of Time Devoted to LAS: 50%

Distinctions: Member, Center for the Humanities in an Urban Environment Advisory Board.

HOPKINS, Tometro

Year of Appointment/Experience: 1984

Title/Department: Associate Professor, English/Linguistics

Tenure Status: Tenured

Education: B.A., University of Minnesota, Minneapolis, Anthropology, 1972; M.A., Indiana University, Bloomington, Linguistics, 1975; Ph.D., Indiana University, Bloomington, Linguistics, 1992.

Languages: Spanish (S-1), Gullah (S-4), Kiswahili (S-1)

Research/Teaching Specialization: Languages in contact, pidgin and creole languages, anthropological linguistics, world Englishes

Field Research Experience: East Africa

Selected Publications:

2013 World Englishes, Vols. 1-3 (edited with John McKenny), London: Bloomsbury.

Percentage of Time Devoted to LAS: 75%

Distinctions: Editor, The Carrier Pidgin (1997-Present); Editorial Advisory Board Member, Journal of Pidgin and Creole Languages (2008-Present); Organizer of Creole Language Biennial Workshops (1998-Present); Florida International University Summer Research Support Grant, 2008.

JEAN-GILLES, Michele

Year of Appointment/Experience: 2003

Title/Department: Research Assistant Professor, Public Health

Tenure Status: Non-tenure-track

Education: B.A., New York University, Psychology, 1984; Ph.D., University of Miami, Clinical Psychology (Pediatric), 1995.

Number of Theses Supervised During the Past 5 Years: 1

Languages: Haitian Creole (S-5), French (S-5)

Research/Teaching Specialization: Cross-cultural psychology, HIV primary and secondary prevention interventions, eliminating other health disparities affecting underserved populations

Field Research Experience: Africa, Caribbean

Selected Publications:

2014 Determinants of HIV Serostatus Disclosure to Sexual Partner among HIV-Positive Alcohol Users in Haiti (with D. F. Conserve, et al.), AIDS and Behavior.

2013 Post-Traumatic Stress Disorder Symptomatology and Alcohol Use among HIV-Seropositive Adults in Haiti (with J. G. Dévieux, et al.), AIDS Care.

2013 Depression, Substance Abuse and Other Contextual Predictors of Adherence to Antiretroviral Therapy (ART) among Haitians (with R. M. Malow, et al.), AIDS and Behavior.

2012 Haitian Adolescent Personality Clusters and Their Problem Area Correlates (with R. C. McMahon, et al.), Journal of Immigrant & Minority Health.

2011 Metaphors as Contextual Evidence for Engaging Haitian Clients in Practice: A Case Study (with G. Rahill, et al.), American Journal of Psychotherapy 65(2): 133-149.

Percentage of Time Devoted to LAS: 50%

JOHNSON, Sherry

Year of Appointment/Experience: 1995

Title/Department: Professor, History

Tenure Status: Tenured

Education: B.A., University of Florida, History, 1985; M.A., University of Florida, Latin American History, 1989; Ph.D., University of Florida, Latin American History, 1995.

Number of Theses Supervised During Past 5 Years: 7

Languages: Spanish (S-4), French (S-2), Portuguese (S-1), German (S-1)

Research/Teaching Specialization: Cuba - colonial to 1825, environmental history, disasters, climate cycles, history of medicine and epidemics

Selected Publications:

- 2014 When Good Climates Go Bad: Pivot Phases, Extreme Events, and the Opportunities for Climate History, in *Climate Change and Environmental History*, Forum in *Environmental History*, M. Carey and P. Garone, eds.
- 2012 The Voyages of Ponce de León: Scholarly Perspectives, 1513-2013 (with J. G. Cusick). Cocoa: Florida Historical Society Press, 2012.
- 2011 Climate, Catastrophe, and Crisis in Cuba and the Atlantic World in the Age of Revolution. Chapel Hill: University of North Carolina Press.

Percentage of Time Devoted to LAS: 100%

Distinctions: Gordon K. and Sybil Lewis Best Book in Caribbean Studies Award, Caribbean Studies Association, 2012; Rachel Carson Center for Environmental Studies Fellowship, Ludwig-Maximilians Universität, Munich, Germany, January-July 2010.

JOLIBOIS, Sylvan

Year of Appointment/Experience: 1993

Title/Department: Associate Professor, School of Engineering, and Associate Researcher, Lehman Center for Transportation Research; Director, FIU Panamerican Institute of Highways Technology Transfer Center

Tenure Status: Tenured

Education: B.S., Howard University, Civil Engineering, 1986; M.S., University of California-Berkeley, Civil Engineering, 1986; M.A., University of California-Berkeley, Energy and Resource Studies, 1993; Ph.D., University of California-Berkeley, Civil Engineering, 1993.

Languages: Haitian Creole (S-5)

Research/Teaching Specialization: Transportation technology, policy and planning; transportation and economic development

Field Research Experience: Haiti

Percentage of Time Devoted to LAS: 25%

JONES, Hilary

Year of Appointment/Experience: 2013

Title/Department: Associate Professor, History; African and African Diaspora Studies

Tenure Status: Tenured

Education: B.A., Spelman College History and International Relations, 1993; M.A., Michigan State University, History (Africa), 1996; Ph.D., Michigan State University, History (Africa), 2003.

Number of Theses Supervised During Past 5 Years: 3

Languages: French (S-3), Wolof (S-2)

Research/Teaching Specialization: Nineteenth- and twentieth-century Africa; Francophone Atlantic and African diaspora; comparative race and slavery, urban history, modern empire, West Africa

Field Research Experience: West Africa and France

Selected Publications:

2013 The Testimony of Lamine Filalou: A Young Man's Experience of Slavery and His Struggle for Freedom in French West Africa," in A. Bellagamba, et al., eds., *African Voices on Slavery and the Slave Trade*, Volume I: The Sources, Cambridge University Press.

2013 The Métis of Senegal: Urban Life and Politics in French West Africa. Bloomington: Indiana University.

2012 Rethinking Politics in the Colony: The Métis of Senegal and Electoral Politics in the Late Nineteenth and Early Twentieth Century, *Journal of African History* 53 (3): 325-344.

Percentage of Time Devoted to LAS: 25%

JUAN-NAVARRO, Santiago

Year of Appointment/Experience: 1995

Title/Department: Professor and Associate Chair, Modern Languages

Tenure Status: Tenured

Education: M.A., Universidad de Valencia, Spain, Philology, 1987; M.A., West Virginia University, Foreign Languages, 1989; M.Phil., Columbia University, English and Comparative Literature, 1992; Ph.D., Columbia University, Spanish & Portuguese, 1995; Ph.D., D.Phil., Literary Theory, Universidad de Valencia, 1999.

Number of Theses Supervised During the Past 5 Years: 9

Languages: Spanish (S-5), Portuguese (S-3), French (S-3)

Research/Teaching Specialization: Contemporary fiction of the Americas, Hispanic cinema, transatlantic studies (Spain-Latin America)

Field Research Experience: Cuba, Spain, Mexico, Argentina

Selected Publications:

2013 Las huellas del existencialismo en el cine cubano, 1956-1968. *Hispanic Journal*.

2013 Más allá de la nación cubana: prácticas metaxiales en el cine "callejero" de Esteban Insausti, in Marta Álvarez (ed.), *AutoRepresentaciones*. Dijon, France: Editions Orbis Tertius.

2012 Historia, mito y propaganda: Fidel Castro en el cine de Santiago Álvarez. *Revista Hispano Cubana* 43.

2012 Internacionalismo y revolución: Las intervenciones del Instituto Cubano de Arte e Industria Cinematográficos (ICAIC) en la historia de las independencias. 1808-1810, in Jorge Nieto Ferrando (ed.), *Cine y guerras de independencia*. Madrid: Abada Editores.

2011 Nuevas aproximaciones al cine hispánico: Migraciones temporales, textuales y étnicas en el bicentenario de las independencias iberoamericanas (1810-2010), with Joan Torres-Pou. Barcelona: Promociones y Publicaciones Universitarias.

Percentage of Time Devoted to LAS: 100%

Distinctions: FIU Faculty Senate Teaching Award, 2012, 2003; 100 Latinos Miami, Asociación Fusión Arte, Madrid/Miami, 2012; FIU Faculty Senate Research Award, 2011.

KARAYALCIN, Cem

Year of Appointment/Experience: 1989

Title/Department: Professor, Economics

Tenure Status: Tenured

Education: B.S., Middle East Technical University, Turkey, Economics, 1981; M.A., Columbia University, Economics, 1983; Ph.D., Columbia University, Economics, 1989.

Languages: Turkish (S-5), German (S-2), French (S-2), Spanish (S-2)

Research/Teaching Specialization: Open-economy macroeconomics, international trade, growth theory

Field Research Experience: Turkey

Selected Publications:

2013 State-owned Enterprises, Inequality, and Political Ideology (with V. Avsar and M. Ulubasoglu), *Economics & Politics* 25: 387-410.

2013 Habit Formation, Adjustment Costs, and International Transmission of Fiscal Policy (with R. Gonzalez-Hernandez), *Journal of International Money and Finance* 32: 341-359.

Percentage of Time Devoted to LAS: 25%

KINCAID, A. Douglas

Year of Appointment/Experience:1985

Title/Department: Associate Professor, Sociology

Tenure Status: Tenured

Education: B.A., Dartmouth College, Latin American Studies, 1973; M.A., University of North Carolina, Chapel Hill, Political Science, 1979; Ph.D., Johns Hopkins University, Sociology, 1987.

Languages: Spanish (S-4); French (S-2); Italian (S-2); Portuguese (S-1)

Research/Teaching Specialization: Civil-military relations and democratization, globalization and development, international migration, Central American comparative history and development, food studies

Field Research Experience: Central America, Spain, Italy

Percentage of Time Devoted to LAS: 100%

KOPTUR, Suzanne

Year of Appointment/Experience: 1985

Title/Department: Professor, Biological Sciences

Tenure Status: Tenured

Education: B.S., University of Michigan, Botany, 1976; Ph.D., University of California, Botany, 1982.

Number of Theses Supervised During the Past 5 Years: 4

Languages: French (S-3), Spanish (S-3), Russian (S-1)

Research/Teaching Specialization: Tropical plants, botany, ecology

Field Research Experience: Costa Rica, Panama, Mexico, Brazil

Selected Publications:

- 2013 How Do Habitat and Climate Variation Affect Phenology of the Amazonian Palm, *Mauritia flexuosa*? (with R. K. Rosa & R. I. Barbosa), *Journal of Tropical Ecology* 29: 255-259.
- 2013 Nectar Secretion on Fern Fronds Associated with Lower Levels of Herbivore Damage: Field Experiments with a Widespread Epiphyte of Mexican Cloud Forest Remnants (with M. Palacios-Rios, et al.), *Annals of Botany* 111(6): 1277-1283.
- 2013 New Findings on the Pollination Biology of *Mauritia flexuosa* (Arecaceae) in Roraima, Brazil: Linking Dioecy, Wind and Habitat (with R. K. Rosa), *American Journal of Botany* 100 (3): 613–621.
- 2011 Alteration of Forest Structure Modifies the Distribution of Scale Insect, *Stigmatococcus garmilleri*, in Mexican Tropical Montane Cloud Forests (with H. A. Gamper et al.), *Journal of Insect Science* 11: 120-134.

Percentage of Time Devoted to LAS: 50%

Distinctions: U.S.D.A. (C.S.R.E.E.S.) H.S.I. award (co-PI with Mahadev Bhat, Krish Jayachandran, and Aseefa Melesse), Agroecology Program Capacity Building, August 2008-July 2011.

LAGOS, Leonel

Year of Appointment/Experience: 2010

Title/Department: Director, Applied Research Center; Program Director and Principal Investigator, US Department of Energy-FIU Science and Technology Workforce Development Program

Tenure Status: Non-tenure-track

Education: Ph.D., Florida International University, Civil and Environmental Engineering.

Languages: Spanish (S-5)

Research/Teaching Specialization: Environmental engineering, technology development and prototyping, workforce development and training, renewable energy, development of solar energy systems

Percentage of Time Devoted to LAS: 25%

Distinctions: U.S. and European Patent, Mobile Integrated Piping Decontamination and Characterization System; Member, Department of Energy Facilities Contractors Group; Member, Program Advisory Committee, Waste Management Symposia.

LANDORF, Hilary

Year of Appointment/Experience: 2002

Title/Department: Associate Professor, Teaching & Learning; Director, Office of Global Learning Initiatives

Tenure Status: Tenured

Education: B.A., Stanford University, English Literature, 1978; M.A., University of Virginia, English Literature, 1984; Ph.D., New York University, Humanities & Social Sciences in the Profession, 2001.

Languages: French (S-3), German (S-3), Moroccan Arabic (S-4)

Research/Teaching Specialization: Global education

Field Research Experience: Morocco, Mauritania, Martinique

Selected Publications:

- 2013 Case Study: Florida International University (with S. P. Doscher), in M. Green (ed.), *Improving and Assessing Global Learning*. Washington, D.C.: NAFSA, Association of International Educators.
- 2013 *Global Learning for Global Citizenship* (with S. P. Doscher), in M. Walker & A. Boni (eds.), *Universities and Human Development. A Sustainable Imaginary for the XXI Century*. New York: Routledge, pp. 162-177.
- 2012 The Universal Declaration of Human Rights. *Social Education* 76 (5): 247-249.
- 2012 Promoting Engagement in Curriculum Internationalization (with S. P. Doscher), *IIE Networker*: 36.
- 2010 Human Rights and Teaching for Social Justice. *Teacher Education and Practice* 23 (4): 448-451.

Percentage of Time Devoted to LAS: 25%

Distinctions: Florida International University Torch Award for Outstanding University Faculty Member, 2013; Florida International University President's Award Finalist, 2011; Florida International University Student Affairs-Academic Affairs Outstanding Collaboration Award, 2011.

LANDRUM, Shane

Year of Appointment/Experience: 2014

Title/Department: Instructor, Digital Humanities, History

Tenure Status: Non-tenure-track

Education: B.A., Smith College, American Studies/Computer Science, 1998; M.A., Brandeis University, Women's and Gender Studies/American History, 2007; Ph.D. candidate, Brandeis University, History.

Languages: Spanish (S-3), French (S-3)

Research/Teaching Specialization: digital historical methods, women's/gender/sexuality history, legal/political history, and histories of science, technology, and public health.

Percentage of Time Devoted to LAS: 25%

LAVENDER, Abraham

Year of Appointment/Experience: 1991

Title/Department: Professor, Sociology

Tenure Status: Tenured

Education: B.A. University of South Carolina, Columbia, Psychology, 1963; M.A., University of South Carolina, Columbia, Psychology, 1965; Ph.D., University of Maryland, College Park, 1972, Sociology.

Number of Theses Supervised During Past 5 Years: 4

Research/Teaching Specialization: Sociology and applied genetics (DNA), United States and world Jewish communities, ethnicity/minority groups, political sociology, human sexuality, social deviance, sociology through film.

Field Research Experience: Middle East, Spain, Portugal, Brazil

Selected Publications:

2010 Brazil's Crypto Jews and New Christians: History and Ethnographic Analysis, Journal of Spanish, Portuguese and Italian Crypto Jews 2: 77-109.

2009 Blacks in Early Miami Beach: A Portrait from the City's First Census in 1920. Tequesta (Florida History Journal), February.

2006 Judaism in Encyclopedia of Sociology (eleven volumes), George Ritzer, editor. Malden, Mass.: Blackwell Publishing.

Percentage of Time Devoted to LAS: 25%

Distinctions: Steering Committee, President Navon Program for the Study of Sephardic and Oriental Jewry, 2004-present.

LAYMAN, Craig

Year of Appointment/Experience: 2006

Title/Department: Assistant Professor, Biological Sciences

Tenure Status: Tenure-track

Education: B.A., University of Virginia, Biology, Economics, and Environmental Sciences, 1996; M.S., University of Virginia, Environmental Sciences, 1999; Ph.D., Texas A&M University, Ecology/Evolutionary Biology, 2004.

Languages: Spanish (S-4)

Research/Teaching Specialization: Ecology, coastal marine conservation, marine biology, ecological applications

Selected Publications:

In Press Layman, C.A., Arrington, D.A., Kramer, P.A., Valentine-Rose, L.M., Dahlgren, C.P., and Burke, L. Indicator taxa to assess anthropogenic impacts in Bahamas and Caribbean tidal creeks. Caribbean Journal of Science.

In Press Layman, C.A., Montaña, C.G., and Allgeier, J.E. Linking community assembly and rates of water level change in river littoral habitats. Aquatic Ecology.

In Press Montaña, C.G., Layman, C.A., and Taphorn, D.C. Inventario preliminar de la ictofauna del Caño La Guardia, estado Apure, Venezuela. Memorias de la Fundación La Salle.

In Press Valentine-Rose, L. and Layman, C.A. Increases in fish production following restoration of two small Bahamian tidal creeks. Restoration Ecology.

Percentage of Time Devoted to LAS: 50%

LEATHERMAN, Stephen

Year of Appointment/Experience: 1997

Title/Department: Director, Laboratory for Coastal Research

Tenure Status: Tenured

Education: B.S., North Carolina State University, Geosciences, 1970; Ph.D., University of Virginia, Environmental Science, 1976.

Languages: Spanish (S-2)

Research/Teaching Specialization: Coastal geomorphology, physical geography, coastal resource management, coastal environmental sciences

Field Research Experience: Caribbean

Percentage of Time Devoted to LAS: 25%

LEVITT, Barry

Year of Appointment/Experience: 2007

Title/Department: Associate Professor, Politics and International Relations; Director of Academic Programs, Latin American and Caribbean Center

Tenure Status: Tenured

Education: B.A., McGill University, Political Science, 1992; M.A., York University, Political Science, 1995; Ph.D., University of North Carolina, Chapel Hill, Political Science, 2002.

Languages: Spanish (S-4), French (S-1)

Research/Teaching Specialization: Comparative politics, politics of Latin America, institutions and institutionalist theories, political parties in Latin America, political culture and support for democratic institutions in Latin America, political violence and revolution, the OAS and the inter-American system.

Selected Publications:

2012 Power in the Balance: Presidents, Parties, and Legislatures in Peru and Beyond. Notre Dame: University of Notre Dame Press, January 2012.

2011 Institutional Trust and Congressional Autonomy in Latin America: Expectations, Performance, and Confidence in Peru's Legislature, Journal of Politics in Latin America 3 (2).

Percentage of Time Devoted to LAS: 100%

Distinctions: National Endowment for the Humanities (NEH) Research Award for Faculty, 2011

LI, Tiger

Year of Appointment/Experience: 1994

Title/Department: Associate Professor, Marketing, College of Business; Director, Certificate Program in Export/Import Management.

Tenure Status: Tenured

Education: B.A, Jilin University, China, English Literature and Language, 1976; M.B.A, Michigan State University, Finance, 1989; Ph.D., Michigan State University, Marketing and International Business, 1994.

Languages: Chinese (S-5)

Research/Teaching Specialization: International marketing

Selected Publications:

2012 Balancing Traditional Media and Online Advertising Strategy (with C. Chao et al.), International Journal of Business, Marketing, and Decision Sciences 5 (2): 12-24.

Percentage of time Devoted to LAS: 25%

LOGROÑO NARBONA, María del Mar

Year of Appointment/Experience: 2008

Title/Department: Assistant Professor, History

Tenure Status: Tenure-track

Education: Ph.D., University of California-Santa Barbara, History, 2007.

Languages: Spanish (S-5), Arabic (S-4), French (S-3), Italian (S-3)

Research/Teaching Specialization: Middle East-Latin America relations

Field Research Experience: Syria, Brazil, Argentina

In Press Casa Árabe

In Press Information and Intelligence Collection among Imperial Subjects Abroad: The Case of Syrians and Lebanese in Latin America, 1915-1930 in The French Colonial Mind, edited by Martin Thomas (University of Nebraska Press).

In Press The Making of a Lebanese Pan-Arab Nationalist in the Argentine Mahjar, in Politics, Culture and Lebanese Diaspora, edited by Paul Tabar (Lebanese American University).

In Press Religious Associations: Argentina, in the Encyclopedia of Women and Islamic Cultures, Supplement 1 (Brill: Leiden, forthcoming)

Percentage of Time Devoted to LAS: 25%

LONGORIA, José

Year of Appointment/Experience: 1991

Title/Department: Professor, Earth & Environment

Tenure Status: Tenured

Education: B.S., Universidad de Nuevo León (Mexico), Biology, 1965; B.S./M.S., Southern Methodist University, Geology, 1969; Ph.D., The University of Texas at Dallas, Geology, 1972.

Languages: Spanish (S-5), French (S-2), Polish (S-2)

Research/Teaching Specialization: Environmental geology, natural disasters, paleobiology, regional geology of Mexico and Central America

Field Research Experience: Mexico, Central America, Caribbean

Percentage of Time Devoted to LAS: 100%

Distinctions: International Geological Correlation Program: "Mid-Cretaceous Events Project," Mexican representative; General Director, Instituto Longoria de Investigaciones Científicas Aplicadas (NGO).

LORA, Keaton

Year of Appointment/Experience: 2013

Title/Department: Advisor, Department of English and Advisor, Undergraduate Certificate Program, Latin American and Caribbean Center

Tenure Status: Non-tenure-track

Education: B.A., Georgetown University, English & History; M.A., King's College, London, English Literature.

Languages: Spanish (S-1)

Research/Teaching Specialization: Latin American history, literature

Field Research Experience: Latin America, England

Percentage of Time Devoted to LAS: 25%

LOUINIS, Louines

Year of Appointment/Experience: 1998

Title/Department: Instructor, Theater and Dance

Tenure Status: Non-tenure-track

Education: Conservatory of Dramatic Arts, Haiti; Haitian Conservatory of Music; Brooklyn Conservatory of Music; New Dance Group, New York.

Number of Theses Supervised During Past 5 Years: 1

Languages: Haitian Creole (S-5)

Research/Teaching Specialization: Haitian dance, Afro-Caribbean dance

Field Research Experience: Haiti, Caribbean

Percentage of Time Devoted to LAS: 100%

Distinctions: Guest Master Instructor at the Annual Katherine Dunham Seminar.

LUYTJES, Jan B.

Year of Appointment/Experience: 1977

Title/Department: Professor of Business

Tenure Status: Tenured

Education: B.A., Middlebury College, Psychology and Economics, 1953; M.B.A., University of Pennsylvania, International Business, 1955; Ph.D., University of Pennsylvania, Economics.

Number of Theses Supervised During Past 5 Years: 5

Languages: Dutch (S-4)

Research/Teaching Specialization: International entrepreneurship

Field Research Experience: Holland, Bulgaria

Percentage of Time Devoted to LAS: 25%

Distinctions: Project Director, Entrepreneurship Program, Economics University, Varna, Bulgaria and Florida International University.

MACFARLANE, Andrew

Year of Appointment/Experience: 1990

Title/Department: Associate Professor, Earth and Environment

Tenure Status: Tenured

Education: B.S., Oregon State University, 1983; Ph.D., Harvard, Economic Geology, 1989.

Number of Theses Supervised During Past 5 Years: 6

Languages: Spanish (S-2)

Research/Teaching Specialization: Base and precious metal deposits, archaeometallurgy in the Andean region, hydrothermal ore-forming processes, isotopic fingerprinting of metal resources

Field Research Experience: Bolivia, Peru, Mexico, Chile, Nicaragua, Colombia

Selected Publications:

2010 Metal Sources and source processes in Central Andean ore deposits: for submission to Economic Geology.

Percentage of Time Devoted to LAS: 100%

MACHONIS, Peter A.

Year of Appointment/Experience: 1998

Title/Department: Professor, Modern Languages

Tenure Status: Tenured

Education: B.A., University of Notre Dame, Modern Languages, 1974; M.A., Pennsylvania State University, French Language and Culture, 1976; Ph.D., Pennsylvania State University, French Linguistics, 1982.

Number of Theses Supervised During the Past 5 Years: 1

Languages: French (S-5), Spanish (S-3), Italian (S-1), Haitian Creole (S-1), Russian (S-1), Lithuanian (S-1)

Research/Teaching Specialization: Evolution of the French language, French spoken outside of France (*Francophonie*), Lexicon-Grammar, syntax and the Lexicon, English phrasal verbs

Field Research Experience: Haiti, Africa, Canada, Europe

Selected Publications:

2012 Sorting NooJ Out to Take Multiword Expressions into Account, in K. Vučković et al. (eds.), Automatic Processing of Various Levels of Linguistic Phenomena: Selected Papers from the NooJ 2011 International Conference. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, pp. 152-165.

Percentage of Time Devoted to LAS: 25%

Distinctions: Visiting Scholar for the Erasmus Mundus Master's Program in Natural Language Processing and Human Languages Technologies, Universidade do Algarve, Faro, Portugal, 2012.

MAHLER, Sarah J.

Year of Appointment/Experience: 1997

Title/Department: Associate Professor, Anthropology

Tenure Status: Tenured

Education: B.A., Amherst College, Anthropology, 1982; M.Ph., Columbia University, Anthropology, 1989; Ph.D., Columbia University, Anthropology, 1992.

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-5)

Research/Teaching Specialization: International and transnational migration, race and ethnicity, gender, latinas/os, urban studies

Field Research Experience: El Salvador, Central America, Cuba, Dominican Republic, United States

Selected Publications:

In Press Gender and the Undocumented: *Avanzando* or Abject? (with M. Chaudhuri, in L. Lorentzen (ed.), *Hidden Lives and Human Rights in America: Understanding the Controversies and Tragedies of Undocumented Immigration*. Santa Barbara, Calif.: ABC CLIO.

2013 Culture as Comfort: The Many Things You Already Know about Culture (but Might Not Realize). Upper Saddle River, NJ: Pearson Education.

2011 Diverse Pathways to Immigrant Political Incorporation: Comparative Canadian and US Perspectives (with M. Siemiatycki), *American Behavioral Scientist* 55 (9).

Percentage of Time Devoted to LAS: 25%

Distinctions: Central European University, Hungary, GEMMA Gender Studies Fellowship, 2013-2014

MAINGOT, Anthony

Year of Appointment/Experience: 1972

Title/Department: Professor Emeritus, Sociology

Tenure Status: Tenured

Education: B.A., University of Florida, 1960; Specialist, University of Puerto Rico, Social Sciences of the Caribbean, 1962; Ph.D., University of Florida, Sociology, 1967.

Selected Publications:

2011 Venezuela's Petro-Diplomacy: Hugo Chávez's Foreign Policy (with R. Clem). Gainesville: University of Florida Press.

Percentage of Time Devoted to LAS: 100%

MAISEL, Margaret

Year of Appointment/Experience: 2003

Title/Department: Professor, Law; Director, FIU Legal Clinics

Tenure Status: Tenured

Education: B.A., Pomona College, 1971; M.A., Occidental College, Urban Studies, 1972; J.D., Boston University, Law, 1975; M.A.T., Antioch School of Law, Clinical Legal Education, 1978.

Research/Teaching Specialization: Civil and human rights

Field Research Experience: South Africa

Selected Publications:

2011 The Consumer Indebtedness Crisis: Law School Clinics as Laboratories for Generating Effective Legal Responses, *Clinical Law Review* 18 (1): 133-182.

2011 Have Truth and Reconciliation Commissions Helped Remediate Human Rights Violations against Women? A Feminist Analysis of the Past and Formula for the Future, *Cardozo Journal of International and Comparative Law* 20 (1): 143-184.

Percentage of Time Devoted to LAS: 25%

MARTIN, Félix

Year of Appointment/Experience: 1999

Title/Department: Associate Professor, Politics and International Relations

Tenure Status: Tenured

Education: B.A., St. Peter's College, Political Science, 1979; M.A., Columbia University, Political Science; Ph.D., Columbia University, International Relations, 1998.

Number of Theses Supervised During the Past 5 Years: 8

Languages: Spanish (S-5)

Research/Teaching Specialization: International relations theory, security and defense studies, international political economy

Field Research Experience: Spain, Venezuela

Selected Publications:

2013 Russia and Latin America: From Nation-state to Society of States (with M. Astradas). New York: Palgrave/MacMillan Press.

Percentage of Time Devoted to LAS: 100%

MARTINEZ, Juan

Year of Appointment/Experience: 1990

Title/Department: Professor, Art History

Tenure Status: Tenured

Education: B.A., University of Florida, Liberal Arts, 1974; M.S., Florida State University, Art History, 1977; Ph.D., Florida State University, Art History, 1991.

Number of Theses Supervised During the Past 5 Years: 3

Languages: Spanish (S-5)

Research/Teaching Specialization: Cuba, art, issues of identity

Field Research Experience: Cuba

Selected Publications:

2010 Carlos Enríquez, The Painter of Cuban Ballads, Cernuda Arte.

Percentage of Time Devoted to LAS: 75%

Distinctions: Member College Art Association of America; Member Latin American Studies Association.

MARTINEZ-BUSTOS, Lilliam

Year of Appointment/Experience: 2007

Title/Department: Assistant Professor, Internship Coordinator, Journalism and Mass Communication

Tenured Status: Tenure-track

Education: B.A., University of Puerto Rico, Public Communication, 1984; M.A., Boston University, Broadcast Journalism, 1986; M.A., University of Southern California, Los Angeles, International Journalism, 1993.

Languages: Spanish (S-5)

Research/Teaching Specialization: Trends in multimedia, Spanish-language news coverage of Latin America, immigration

Selected Publications:

2012 Not Business as Usual: Spanish-language Television Coverage of Arizona's Immigration Law, April-May 2010 (with M. Vigon), in Arizona Firestorm: Global Immigration Realities, National Media, and Provincial Politics. New York: Rowman & Littlefield, pp. 203-226.

Percentage of Time Devoted to LAS: 100%

MAURRASSE, Florentin

Year of Appointment/Experience: 1973

Title/Department: Professor, Earth & Environment

Tenure Status: Tenured

Education: Lic.Sci., Faculte de Sciences de Marseille, 1966; D.E.S., Faculte de Sciences de Marseille, Geology, 1967; Ph.D., Columbia University, 1973.

Number of Theses Supervised During the Past 5 Years: 9

Languages: French (S-5), Haitian Creole (S-5), Spanish (S-4), German (S-2)

Research/Teaching Specialization: Stratigraphy, paleoceanography, paleogeography and tectonics of the Caribbean Region and Mexico, South Florida aquifers and environment; oceanic anoxic events and hydrocarbon generation.

Field Research Experience: Caribbean (Cuba, Haiti, Dominican Republic; Jamaica; Puerto Rico; Trinidad and Tobago; Guadeloupe and Martinique; Nevis, St. Croix; Curacao, Bonaire; Aruba), Mexico, Guatemala, El Salvador, Colombia, Venezuela, Suriname, Canada, Spain, Southern France, Netherlands, Germany, Romania.

Selected Publications:

- 2013 Geochemistry, Paleoenvironment and Timing of Aptian Organic-Rich Beds of Paja Formation, Eastern Cordillera, Colombia (with T. Gaona-Narvaez & F. Etayo-Serna), in *Isotopic Studies in Cretaceous Research* (A.V. Bojar, et al., eds). London: Geological Society Special Publications 382: 31 - 48
- 2010 Oceanic anoxic Event 2 (OAE-2) in Cretaceous Northeastern Mexico and the Effects of Paleophysiography on the Sediment Record (with F. Duque-Botero & A. Blanco-Pinon), in *Geoevents, Geological Heritage, and the Role of the IGCP* (M. Lamolda et al., eds.): 54 - 62.

Percentage of Time Devoted to LAS: 75%

Distinctions: Florida International University Faculty Mentorship Award, 2007; Advisory Board Member, Lamont-Doherty Earth Observatory, Columbia University, New York (2004 – Present).

MELESSE, Assefa

Year of Appointment/Experience: 2004

Title/Department: Associate Professor, Earth & Environment

Tenure Status: Tenured

Education: M.E., University of Florida, 2000; Ph.D., Agricultural Engineering and Hydrology, University of Florida, 2002.

Number of Theses Supervised During the Past 5 Years: 18

Languages: Amharic (S-5)

Research/Teaching Specialization: Water resources, engineering geographic information systems, remote sensing

Field Research Experience: Dominican Republic, Jamaica, Puerto Rico, Ethiopia, Kenya, Tanzania, India

Selected Publications:

- 2012 Evaporation and Evapotranspiration: Measurements and Estimates (with W. Abtew). Heidelberg, New York, London: Springer Science Publishers.
- 2012 The Effect of Tillage Practices on Water Use Efficiency and Grain Yield (with Berhe, F., et al.), *Catena* 100: 128-138.
- 2012 Water Quality Monitoring Using a Remote Sensing and Artificial Neural Network (with Y. Chebud, et al.), *Water, Soil and Air Pollution* 223 (8): 4875-4887.
- 2012 Effect of Rainfall Intensity, Slope and Antecedent Moisture Content on Sediment Concentration and Sediment Enrichment Ratio (with M. Defersha, et al.), *Catena* 90: 47-52.
- 2011 Sediment Load Prediction in Large Rivers: ANN Approach (with S. Ahmad, et al.), *Agricultural Water Management* 98: 855-886.

Percentage of Time Devoted to LAS: 25%

Distinctions: U.S.D.A. (C.S.R.E.E.S.) H.S.I. award (co-PI with Mahadev Bhat, Krish Jayachandran, and Suzanne Koptur), Agroecology Program Capacity Building, August 2008-July 2011.

MESBAHI, Mohiaddin

Year of Appointment/Experience: 1989

Title/Department: Associate Professor, Politics and International Relations; Director, Middle East Studies Center

Tenure Status: Tenured

Education: M.A., Florida Institute of Technology, International Business and Economics, 1980; Ph.D., University of Miami, International Studies, 1988.

Number of Theses Supervised During Past 5 Years: 10

Languages: Persian (S-5), Tajik (S-5), Arabic (S-3), Russian (S-2)

Research/Teaching Specialization: International relations of Central Asia and Caucasus, Iranian foreign policy, national security and strategic studies, Islam and politics, religion and international relations

Field Research Experience: Central Asia, Iran, Russia, Persian Gulf

Percentage of Time Devoted to LAS: 25%

MIRALLES-WILHEM, Fernando

Year of Appointment/Experience: 2005

Title/Department: Associate Professor, Environmental and Water Resources, College of Engineering

Tenure Status: Tenured

Education: B.S. Universidad Simón Bolívar, Mechanical Engineering, 1987; M.S., University of California, Irvine, Engineering, 1989; Ph.D., Massachusetts Institute of Technology, Environmental Engineering, 1993.

Languages: Spanish (S-5)

Research/Teaching Specialization: Hydrologic modeling, simulation of physical, chemical, and biological process in aquatic environments, water resources

Field Research Experience: Puerto Rico, Jamaica, Dominican Republic, Venezuela, Colombia, Brazil, Nicaragua, Spain, Panama, El Salvador, United Kingdom, Taiwan, Qatar, Ecuador, Jordan, Israel, Kuwait

Selected Publications:

Percentage of Time Devoted to LAS: 25%

MIROW, Matthew

Year of Appointment/Experience: 2002

Title/Department: Professor of Law, Associate Dean of International & Graduate Studies, Law

Tenure Status: Tenured

Education: B.A., Boston University, 1983; J.D., Cornell University, 1986; Ph.D., Cambridge University, Law, 1993; Ph.D., Leiden University, The Netherlands, Law, 2003.

Languages: Spanish (S-4)

Research/Teaching Specialization: Latin American law, legal history, comparative law, international law

Field Research Experience: Colombia, Chile, France, Netherlands, United Kingdom

Selected Publications:

2012 Florida's First Constitution: The Constitution of Cádiz. Durham: Carolina Academic Press.

Percentage of Time Devoted to LAS: 75%

Distinctions: Fulbright scholar, Chile; UF CLAS travel research grant; FIU top scholar, 2009; IIE Regional Review Panels for Mexico and Southern Cone (Fulbright Visiting Scholars program), 2010-2012; Board of editors, Law and History Review; Advisory board, American Journal of Legal History; Series co-editor, Studies in the History of Private Law (Brill/Martinus Nijhoff); Advisory editor (South America), Oxford International Encyclopedia of Legal History; Principal collaborateur étranger, Revue de droit international et de droit comparé; Board of editors, American Journal of Comparative Law; Comité científico, Revista de Derecho Privado (Bogotá); Board of directors, American Society for Legal History; Kelley Lecturer, Davidson College; Newberry Library/NEH, Summer Fellow; Mentschikoff Fellow, UM.

MIZRACH, Steven Edward

Year of Appointment/Experience: 2000

Title/Department: Adjunct Lecturer, Anthropology

Tenure Status: Non-tenure-track

Education: B.A., Johns Hopkins University, 1992; Ph.D., University of Florida, Anthropology, 1999.

Languages: Spanish (S-4), Hebrew (S-4), Lakota (S-3), Haitian Creole (S-3)

Research/Teaching Specialization: Cultural anthropology

Field Research Experience: Yucatan, Haiti

Percentage of Time Devoted to LAS: 25%

MONCARZ, Raúl

Year of Appointment/Experience: 1972

Title/Department: Vice Provost Emeritus and Professor Emeritus, Finance (College of Business)

Tenure Status: Tenured

Education: B.S., Florida Atlantic University, Business Administration, 1965; M.B.A., Florida State University, Business Administration, 1966; Ph.D., Florida State University, Economics, 1969.

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (S-5)

Research/Teaching Specialization: Latin American financial markets, monetary theory and policy, U.S.-Mexico trade relations, Cuba economics, labor market issues, immigration

Field Research Experience: Mexico, Cuba, Caribbean

Selected Publications:

In Press La crisis de la Eurozona y México: Papel de los mercados de valores y política de prevención de economía fiscal y financiera. Mexico City: UNAM.

2010 The Obama Administration and Latin America: A New “Partnership for the Americas,” Global Economic Journal 10 (1).

Percentage of Time Devoted to LAS: 100%

Distinctions: Board of Directors, International Trade and Finance Association, 2013-2015

MOORE, Stephen T.

Year of Appointment/Experience: 2013

Title/Department: Head of Sound & Image Department and Digital Media Librarian

Tenure Status: Non-tenure-track

Education: B.A., Harvard College, Music, 1978; M.A., Stanford University, Music, 1980; Ph.D., Stanford University, Music, 1982; M.S., Simmons College, Library Science.

Languages: Portuguese (S-5), Spanish (S-4), Catalan (S-3), Galician (S-3), Italian (S-3), French (S-3), German (S-3)

Research/Teaching Specialization: Music, translation, Brazilian favela performance and culture

Field Research Experience: Brazil

Selected Publications:

In Press Conversations with 21st-Century Composers: Interviews, Lewiston, NY: Edwin Mellen Press.

Percentage of Time Devoted to LAS: 50%

MORCILLO, Aurora G.

Year of Appointment/Experience: 2001

Title/Department: Professor, History

Tenure Status: Tenured

Education: B.A., Universidad de Granada, Spain, Geography and History, 1986; M.A., Universidad de Granada, Spain, Contemporary History, 1988; Ph.D., University of New Mexico, 1995.

Number of Theses Supervised During Past 5 Years: 4

Languages: Spanish (S-5), French (S-3), Italian (S-3)

Research/Teaching Specialization: Sexual politics during Franco's dictatorship, modernity and national identity under authoritarian regimes, Catholicism, gender and political discourse, gender roles and sexuality in Western culture, cultural history

Field Research Experience: Spain

Selected Publications:

- 2013 Memory and Cultural History of the Spanish Civil War. Realms of Oblivion. Leiden & Boston: Brill Scholarly Press.
- 2013 El género en lo imaginario. El ideal católico femenino y estereotipos sexuados bajo el franquismo, in M. Nash (ed.), Represión resistencias, memoria. Las mujeres bajo la dictadura Franquista. Madrid: Comares.
- 2010 The Seduction of Modern Spain. The Female Body and the Francoist Body Politic. Lewisburg, Penn.: Bucknell University Press.
- 2010 The Orient Within: Women Self-Empowering Act, in F. Sadiqi (ed.), Women as Agents of Change in the Middle East and North Africa. New York: Routledge.

Percentage of Time Devoted to LAS: 25%

MORENO, Dario

Year of Appointment/Experience: 1992

Title/Department: Associate Professor, Political Science

Tenure Status: Tenured

Education: B.A., University of Southern California, Journalism and International Relations, 1980; M.A., University of Southern California, International Relations, 1982; Ph.D., University of Southern California, International Relations, 1987.

Languages: Spanish (S-5)

Research/Teaching Specialization: US-Latin American relations, Miami politics, Cuban-Americans, Haitian-Americans

Field Research Experience: Cuba, Costa Rica, Honduras, Nicaragua

Selected Publications:

- 2013 The Miami Renaissance, in Rodolfo Rosales and Sharon Navarro (eds.), The Roots of Latino Interurban Agency. Dallas: North Texas Press.
- 2013 Cuban-Americans, in Ilan Stavans (ed.), Oxford Bibliographies in Latino Studies. New York: Oxford.

Percentage of Time Devoted to LAS: 100%

MOZUMDER, Pallab

Year of Appointment/Experience: 2007

Title/Department: Associate Professor, Earth & Environment and Economics

Tenure Status: Tenured

Education: Ph.D., University of New Mexico, Environmental Economics, 2005.

Languages: Bengali (S-5)

Research/Teaching Specialization: Environmental economics, environmental policy and management, water and coastal resource management, natural hazards, social dimensions of climate change

Field Research Experience: Honduras, Mexico, Nicaragua, Bangladesh

Selected Publications:

- 2012 Accounting for Unobserved Time-Varying Quality in Recreation Demand: An Application to a Sonoran Desert Wilderness (with M. A. Weber and R. P. Berrens), *Water Resources Research* 48 (5).
- 2012 Facilitating Adaptation to Global Climate Change: Perspectives from Decision Makers Serving the Florida Keys (with E. Flugman and T. Randhir), *Climatic Change* 112 (3-4): 1015-1035.
- 2011 Consumers' Preference for Renewable Energy in the Southwest USA (with W. Vasquez Mazariegos and A. Marathe), *Energy Economics* 33 (6): 1119-1126.
- 2011 Social Context, Financial Stakes and Hypothetical Bias: An Induced Value Referendum Experiment (with R. Berrens), *Applied Economics* 43 (29): 4487-4499.

Percentage of Time Devoted to LAS: 50%

Distinctions: Research Grants from DOE, NSF, NOAA, DOT.

NEPOMECHIE, Marilys

Year of Appointment/Experience: 1998

Title/Department: Professor, Architecture

Tenure Status: Tenured

Education: B.A., University of Florida, English Literature; M.A., Massachusetts Institute of Technology, Master of Architecture; Harvard University, Radcliffe College, English Literature and Language.

Languages: Spanish (S-4), Some French (S-1), Hebrew (S-1)

Research/Teaching Specialization: Architectural design

Selected Publications:

- In Press Community City, in *International New Landscape Journal*, Yutong Publishing.
- 2014 Small | Extraordinary, American Institute of Architects
- 2012 Smoketown, in AIA, *Design for the New Decade*, Design Media Publishing

Percentage of Time Devoted to LAS: 100%

Distinctions: National Science Foundation Coastal SEES RCN, Senior Personnel, Y. Zhu Co-PI, Y. Tao, PI, 2014; CINTAS Foundation Fellow in Architecture, 2013; Florida International University Department of Research Faculty Honors, 2012; AIA National Institute Honor Award in Regional and Urban Design, 2011; Andrew W. Mellon Foundation/ Wolfsonian-FIU Curatorial Grant, *La Habana Moderna*, PI, 2010; Residential Architect Design Awards, *Residential Architect Magazine*, Award of Merit, 2010; Florida International University President's Sustainability Award, 2010; American Institute of Architects Excellence in Service Award, 2010

NEUMANN, Rod

Year of Appointment/Experience: 1992

Title/Department: Professor of Geography; Chair, Department of Global & Sociocultural Studies

Tenure Status: Tenured

Education: B.S., California Polytechnic State University, Natural Resources Management, 1982; M.S., University of Idaho, Forest Resources Management, 1986; Ph.D., University of California, Geography, 1992.

Languages: Swahili (S-4)

Research/Teaching Specialization: Linkages between rural development, resource conservation, land degradation in the Third World

Field Research Experience: Africa

Selected Publications:

2012 The Human Mosaic: A Thematic Introduction to Cultural Geography (12th ed.). New York: W.H.

Percentage of Time Devoted to LAS: 25%

NEWBERRY, William

Year of Appointment/Experience: 2007

Title/Department: Associate Professor, Management and International Business

Tenure Status: Tenured

Education: B.S., Truman State University, Business Administration, 1987; M.A., International Affairs, Washington University, 1991; Ph.D., New York University, International Business and Management, 2000.

Number of Theses Supervised During Past 5 Years: 22

Languages: Japanese (S-2), Mandarin Chinese (S-2)

Research/Teaching Specialization: Stakeholder perceptions of global firms, managing international subsidiaries and joint ventures, collaboration in international environmental management, business policy and strategy, international business/management, social issues management

Field Research Experience:

Selected Publications:

2013 Internationalization, Innovation and Sustainability of MNCs in Latin America (with L. Liberman): New York, Palgrave MacMillan.

2011 Multi-Level Reputation Signals in Service Industries in Latin America (with Abraham Soleimani), *Revista Innovar* 21(39): 191-204.

2010 Multi-Level Impacts on Perceived Career Opportunity from Global Integration: Human Capital Development within Internal Institutional Environments (with P. Thakur), *International Journal of Human Resource Management*, 21(13): 2358-2380.

2010 Bringing Institutions into Performance Persistence Research: Exploring the Impact of Product, Financial and Labor Market Institutions (with A.Chacar & B. Vissa), *Journal of International Business Studies* 41: 1119-1140.

Percentage of Time Devoted to LAS: 50%

Distinctions: AIB Latin American Chapter President/Chapter Chair, July 1, 2012 - June 30, 2015; FIU College of Business Administration Outstanding Service Award for the Department of Management & International Business, 2011-2012; FIU CIBER Faculty Award Grant Recipient (with Nathan Hiller), 2011; Winner, Best Paper Award (with Abraham Soleimani), AIB-Latin America Chapter Annual Conference, Rio de Janeiro, 2010; Second Best Paper in a Breakout Session (with Abraham Soleimani, Sebastian Taciak and Leonard Ponzi), Reputation Institute Annual Conference, Rio de Janeiro, 2010.

NEWMAN, Meredith A.

Year of Appointment/Experience: 2006

Title/Department: College of Arts & Sciences Senior Associate Dean and Professor of Public Administration

Tenure Status: Tenured

Education: Ph.D., Deakin University, Australia, Policy Studies, 1994.

Languages: French (S-4)

Research/Teaching Specialization: Public management, human resources and gender, emotive aspects of work

Field Research Experience: Australia, France, Vietnam, Senegal, Malaysia, Singapore

Selected Publications:

- 2012 Emotional Labor and Crisis Response: Working on the Razor's Edge (Mary Guy & Sharon Mastracci, co-authors), M.E. Sharpe.
- 2010 Emotional Labor: Why to Teach It; How to Teach It (with Mary Guy & Sharon Mastracci), Journal of Public Affairs Education 16(2).
- 2010 Valuing Diversity: The Changing Workplace (with Mary Guy), in S. Condrey (ed.), Handbook of Human Resource Management in Government, 3rd edition. Hoboken, NJ: Jossey-Bass.

Percentage of Time Devoted to LAS: 25%

Distinctions: Fellow, National Academy of Public Administration; Past President, American Society for Public Administration; Past Vice-President for North America, International Association of Schools and Institutes of Administration (IASIA); current member, Board of Management IASIA; Past Chair, Commission on Peer Review and Accreditation, National Association of Schools of Public Affairs and Administration; Recipient of five Best Book Awards (with Mary Guy & Sharon Mastracci), including Academy of Management Best Book Award 2012.

NISSEN, Bruce

Year of Appointment/Experience: 1997

Title/Department: Professor, Center for Labor Research and Studies

Tenure Status: Non-tenure-track

Education: B.A., Grinnell College, Psychology/Philosophy, 1970; M.A., Rutgers University, Labor Studies, 1972; Ph.D., Columbia University, 1975.

Research/Teaching Specialization: Labor movements

Percentage of Time Devoted to LAS: 25%

NORIEGA, Fernando

Year of Appointment/Experience: 2004

Title/Department: Professor, Biological Sciences

Tenure Status: Tenured

Education: M.S., La Plata National University, Zoology, 1981; Ph.D., La Plata National University, Zoology, 1987.

Languages: Spanish (S-5), French (S-3), Italian (S-3) and Portuguese (S-3)

Research/Teaching Specialization: Biology of disease vectors, tropical diseases

Field Research Experience: Brazil, Czech Republic, Mexico, Argentina

Selected Publications:

2013 Aldehyde Dehydrogenase 3 Converts Farnesal into Farnesoic Acid in the Corpora Allata of Mosquitoes (with C. Rivera-Perez, et al.), *Insect Biochem. Molec. Biol.* 43:675-682.

2013 The Insulin/TOR signal transduction pathway is involved in the nutritional regulation of juvenile hormone synthesis in *Aedes aegypti* (with M. Perez-Hedo, M., et al.), *Insect Biochem. Molec. Biol.* 43:495-500.

2011 Thermal adaptation and diversity in tropical ecosystems: Evidence from Cicadas (Hemiptera, Cicadidae) with A. F. Sanborn, et al.), *PLoS One* 6 (12): e29368. Epub 2011 Dec 29.

Percentage of Time Devoted to LAS: 25%

Distinctions: RO1 NIH grant award (PI) Regulation of JH levels in mosquitoes (2010-2015); FIU Top Scholar 2012; Permanent member NIH-NIAID vector biology review panel (2009-15).

OBERBAUER, Steven F.

Year of Appointment/Experience: 1988

Title/Department: Professor, Biological Sciences

Tenure Status: Tenured

Education: B.S., San Diego State University, Biology, 1976; M.S., San Diego State University, Biology, 1978; Ph.D., Duke University, Botany, 1983.

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (S-4)

Research/Teaching Specialization: Plant and ecosystem physiology, energy balance, plant phenology, productivity of vascular plants and bryophytes, particularly in response to climate change

Field Research Experience: Costa Rica

Selected Publications:

In Press Use of a Watershed Hydrologic Model to Estimate Interbasin Groundwater Flow in a Costa Rican Rainforest (with C. Zanon & D. P. Genereux), *Hydrological Processes*.

2013 A Connection to Deep Groundwater Alters Ecosystem Carbon Fluxes and Budget: Example from a Costa Rican Rainforest (with D. P. Genereux, et al.), *Geophysical Research Letters* 40, 2066–2070.

2010 Height is More Important than Light in Determining Leaf Morphology in a Tropical Forest (with M.A. Caveleri et al.), *Ecology* 91: 1730-1739.

Percentage of Time Devoted to LAS: 50%

Distinctions: University Research Award, 2010; Torch Outstanding University Faculty Award, 2011

OGDEN, Laura

Year of Appointment/Experience: 2003

Title/Department: Associate Professor, Anthropology

Tenure Status: Tenured

Education: B.A., University of North Carolina, Political Science, 1990; M.A., University of Florida, Anthropology, 1994; Ph.D., University of Florida, Anthropology, 2002.

Number of Dissertations Supervised During Past 5 Years: 3

Languages: Spanish (S-2)

Research/Teaching Specialization: Environmental anthropology, political ecology

Field Research Experience: Chile, Florida Everglades

Selected Publications:

In Press Animals, Plants and People: A Review of Multispecies Ethnography (with W. Hall & K. Tanita),
Environment & Society.

2013 Global Assemblages, Resilience, and Earth Stewardship in the Anthropocene (with N. Heynen, et al.),
Frontiers in Ecology and the Environment 7 (11): 341-347.

2011 Swamplife: The Entangled Lives of Hunters, Gators and Mangroves in the Florida Everglades.
Minneapolis: University of Minnesota Press.

2011 A Multi-Scalar Approach to Theorizing Socio-Ecological Dynamics of Urban Residential Landscapes (with
R. Chowdhury, et al.), Cities and the Environment 4 (1): 1-19.

Percentage of Time Devoted to LAS: 25%

Distinctions: Association of American Geographers James M. Blaut Book Award, 2013.

OLSON, Richard

Year of Appointment/Experience: 1998

Title/Department: Professor, Politics and International Relations; Director, Disaster Risk Reduction Program;
Director, Extreme Events Institute; Director, International Hurricane Center

Tenure Status: Tenured

Education: M.A., University of California, Political Science, 1968; Ph.D., University of Oregon, Political Science,
1974.

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-4)

Research/Teaching Specialization: Politics of disaster, comparative genocide, politics of Mexico, politics of
Central America, politics of Latin America

Field Research Experience: Central America, Colombia, Peru, Chile, Mexico

Selected Publications:

2013 Disasters as Crisis Triggers for Critical Junctures? The 1976 Guatemala Case (with V. Gawronski), Latin
American Politics and Society 55 (2).

2012 Public Response to Disaster Response: Applying the '5C+A' Framework to El Salvador 2001 and Peru
2007 (with S. Poggione, et al.) International Studies Perspectives 13: 195-210.

2011 Establishing Public Accountability, Speaking Truth to Power, and Inducing Political Will for Disaster Risk
Reduction: 'Ocho Rios' + 25 (with J. P. Sarmiento & G. Hoberman), Environmental Hazards, Human and
Policy Dimensions 10 (1): 59-68.

2010 From Disaster Event to Political Crisis: A '5C+A' Framework for Analysis (with V. Gawronski),
International Studies Perspectives 11 (3): 1-17.

Percentage of Time Devoted to LAS: 50%

OSLENDER, Ulrich

Year of Appointment/Experience: 2010

Title/Department: Assistant Professor of Geography

Tenure Status: Tenure-track

Education: Ph.D., Geography, University of Glasgow, Scotland, 2001; M.A., Hispanic Studies, Geography, University of Glasgow, Scotland, 1997.

Number of Theses Supervised During Past 5 Years: 1

Languages: German (S-5), Spanish (S-4), Portuguese, (S-4), French (S-4)

Research/Teaching Specialization: Political and cultural geography, geographies of social movements and spaces of resistance, political ecology in tropical rainforest environments, Afro-Colombia and cultural politics of blackness in Latin America, geopolitical discourses on development, displacement and terror, forced migration, geographies of terror, and landscapes of fear

Field Research Experience: Colombia

Selected Publications:

- In Press Bridging Scholarship and Activism: Reflections from the Frontlines of Collaborative Research, East Lansing, MI: Michigan State University Press.
- 2013 De fracaso y frustración en el trabajo de campo: cómo asumir la ética de la representación en la investigación participativa, *Tabula Rasa, Revista de Humanidades* 19 (Bogotá, Colombia): 355-371.
- 2013 Global Assemblages, Resilience, and Earth Stewardship in the Anthropocene, *Frontiers in Ecology and the Environment* 11 (7): 341-347.
- 2013 Overlapping Territorialities, Sovereignty in Dispute: Empirical Lessons from Latin America, in W. Nicholls et al. (eds.), *Spaces of Contention: Spatialities and Social Movements*, UK: Ashgate.
- 2013 Spaces of Terror, in K. Dodds et al. (eds.), *The Ashgate Research Companion to Critical Geopolitics*, UK: Ashgate.

Percentage of Time Devoted to LAS: 75%

OTOVO, Okezi

Year of Appointment/Experience: 2012

Title/Department: Assistant Professor, History; Core Faculty Member, African & African Diaspora Studies

Tenure Status: Tenure-track

Education: B.A., Carnegie Mellon University, History, 1998; M.A., Georgetown University, Latin American Studies, 2002; Ph.D., Georgetown University, History, 2009.

Number of Theses Supervised During Past 5 Years: 1

Languages: Portuguese (S-4), Spanish (S-3)

Research/Teaching Specialization: Latin American history, Brazilian history, history of the Atlantic World, Afro-Latin America, race, gender, social history of medicine and public health

Field Research Experience: Brazil, Ecuador

Selected Publications:

- 2011 From Mãe Preta to Mãe Desamparada: Maternity and Public Health in Post-Abolition Bahia, *Luso-Brazilian Review* 48 (2).
- 2010 Rescuing the Sacred Mission of Motherhood: The Campaign for Health Babies and Educated Mothers in Brazil, in E. O'Connor and L. Garofalo (eds.), *Documenting Latin America, Vol. II: Gender, Race and Nation*. Upper Saddle River, NJ: Prentice Hall.

Percentage of Time Devoted to LAS: 100%

Distinctions: FIU Morris and Anita Broad Research Fellowship Award, 2013; FIU Latin American and Caribbean Center Summer Research Award, 2013; New York University Faculty Network Series Summer Seminar on Afro-Latino History and Culture, 2011; Pi Gamma Mu Honor Society, 2010.

PADILLA, Mark

Year of Appointment/Experience: 2012

Title/Department: Associate Professor, Anthropology

Tenure Status: Tenured

Education: M.P.H., Emory University, International Health, 1998; Ph.D., Emory University, Anthropology, 2003.

Number of Theses Supervised During Past 5 Years: 14

Number of Dissertations Supervised During Past 5 Years: 7

Languages: Spanish (S-5)

Research/Teaching Specialization: Medical anthropology; HIV/AIDS research & prevention; migration and health; social inequalities and health disparities

Field Research Experience: Dominican Republic, Puerto Rico

Selected Publications:

- 2011 A Syndemic Analysis of Alcohol Use and Sexual Risk Behavior among Tourism Employees in Sosua, Dominican Republic (with V. Guilamo-Ramos and R. Godbole), Qualitative Health Research.
- 2011 Examining the Policy Climate for HIV Prevention in the Caribbean Tourism Sector: A Qualitative Study of Policy Makers in the Dominican Republic (with A. Matiz-Reyes, M. Connolly, et al.), Health Policy and Planning.
- 2010 HIV/AIDS and Tourism in the Caribbean: An Ecological Systems Perspective (with V. Guilamo-Ramos, A. Bouris and A. Matiz-Reyes), American Journal of Public Health 100 (1): 70-77.

Percentage of Time Devoted to LAS: 75%

Distinctions: Primary recipient of several NIH and Ford Foundation grants for research on sexuality and HIV/AIDS.

PARENTE, Ronaldo

Year of Appointment/Experience: 2011

Title/Department: Associate Professor, Management & International Business

Tenure Status: Tenured

Education: M.B.A., University of Tampa, 1993; Ph.D., Temple University, Business Administration, 2003.

Languages: Portuguese(S-5)

Research/Teaching Specialization: Automotive industry, cultural differences, global strategy, modularization strategy, multinational management, supply chain management

Field Research Experience: Brazil

Selected Publications:

- 2013 Lessons Learned from Brazilian Multinationals' Internationalization Strategies: A Qualitative Research (with C. Alvaro et al.), Business Horizons.
- 2012 Institution-based Weaknesses behind Emerging Multinationals (with M. Peng), Revista de Administração de Empresas 52(3): 360-364.
- 2012 The Impact of Individualism on Buyer-Supplier Relationship Norms, Trust and Market Performance: An Analysis of Data from Brazil and the U.S.A. (with S. Ketkar, et al.), International Business Review 21: 782-793.

Percentage of Time Devoted to LAS: 75%

PARFITT, Tudor

Year of Appointment/Experience : 2012

Title/Department: Distinguished Professor, Religious Studies

Tenure Status: Tenured

Education: M.A., D.Phil., University of Oxford.

Number of Theses Supervised During Past 5 Years: 3

Languages: French, Arabic, Hebrew, Italian, German, Aramaic

Research/Teaching Specialization: History of Jews of Caribbean and Central America/ Jewish Studies

Field Research Experience Yemen, Africa/Middle East, Papua New Guinea, Dominican Republic, Nicaragua

Selected Publications:

2013 *Black Jews in Africa and the Americas*, Harvard University Press

2013 *Memory and Ethnicity: Ethnic Museums in Israel and the Diaspora*, Cambridge Scholars' Press

2012 *Issues of Faith: The Black Jews of South Africa and the Lost Ark of the Covenant*. Director Eugene Botha. SABC.

2012 *African Zion: Studies In Black Judaism*, Cambridge Scholars' Press

Percentage of Time Devoted to LAS: 25%

Distinctions: Elected Corresponding Fellow of the *Académie Royale des Sciences d'Outre-Mer*; Wingate Trustees' Literary Prize; Emeritus Professor University of London; Fellow Royal Historical Society; Fellow Royal Geographical Society; Fellow, Royal Society of Arts.

PARHIZGARI, Ali M.

Year of Appointment/Experience: 1982

Title/Department: Professor, Finance and International Business

Tenure Status: Tenured

Education: B.A., PAHLAVI University, Shiraz, Literature and Math, 1963; M.A., Teachers' Training College, Tehran, Education, 1964; M.A., University of Maryland, Economics, 1970; Ph.D., University of Maryland, Economics, 1976.

Languages: Persian (S-5)

Research/Teaching Specialization: Global financial strategies, international finance, corporate finance (financial management), investment, financial evaluation, international business and investment, development financing, energy, modeling, policy making and planning.

Selected Publications:

2012 Cross Listing and Subsequent Delisting in Foreign Markets (with L. You & S Srivastavac), *Journal of Empirical Finance* 19 (2): 200-216.

2012 Price Discovery in Currency Markets: Evidence from Three Emerging Markets (with M. De Boyrie & I. Pavlova), *International Journal of Economics and Finance* 4 (12): 61-75.

2012 The Information Content of the Banking Regulatory Agencies and the Depository Credit Intermediation Institutions (with A. Elshahat & L. Hong), *Journal of Economics and Business* 64 (1): 90-104.

2011 M1, M2, and the U.S. Equity Exchanges (with D. Nguyen), *Frontiers in Finance and Economics* 8 (2): 112-135.

Percentage of Time Devoted to LAS: 25%

PATIL, Vrushali

Year of Appointment/Experience: 2007

Title/Department: Assistant Professor, Sociology and Women's and Gender Studies

Tenure Status: Tenure-track

Education: B.A., University of Alabama, Sociology, 1997; Graduate Certificate, University of Maryland, College Park, Women's Studies, 2004; Ph.D., University of Maryland, Sociology, 2006.

Number of Theses Supervised During Past 5 Years: 17

Languages: Marathi (S-5)

Research/Teaching Specialization: Racialized gender and sexuality, globalization in historical perspective, transnationalism; transnational/decolonial feminist theories; tourism

Selected Publications:

- 2014 On Coloniality, Racialized Forgetting and the 'Group Effect': Interrogating Ethnic Studies' Meta-Narrative of Race, *Journal of Historical Sociology* 26(3), Special Issue: Contesting Imperial Epistemologies.
- 2013 From Patriarchy to Intersectionality: A Transnational Feminist Assessment of How Far We've Really Come, *Signs* 38(4): 847-67.
- 2011 Transnational Feminism in Sociology: Articulations, Agendas, Debates. *Sociology Compass* 5(1): 540-550.
- 2010 Reproducing/resistance race and gender difference: examining India's online tourism campaign from a transnational feminist perspective

Percentage of Time Devoted to LAS: 25%

Distinctions: FIU School of International and Public Affairs Broad Research Fellowship Award, 2011; FIU College of Arts and Sciences Summer Development Grant, 2010

PAUL, Karen

Year of Appointment/Experience: 1996

Title/Department: Professor, Management and International Business

Tenure Status: Tenured

Education: B.A., Emory University, Sociology, 1969; M.A., Emory University, Sociology, 1971; Ph.D., Emory University, Sociology, 1974.

Research/Teaching Specialization: International business, comparative management, business ethics, business and society, socially responsible investing

Field Research Experience: Bolivia, Mexico

Selected Publications:

- 2011 Components of a Global Mindset: Corporate Social Responsibility and Cross-Cultural Sensitivity (with M. Meyskens), *Journal of International Business and Cultural Studies* 5: 1-3A.

Percentage of Time Devoted to LAS: 25%

PEREZ-STABLE, Marifeli

Year of Appointment/Experience: 2001

Title/Department: Professor, Sociology

Tenure Status: Tenured

Education: B.A., Rosemont College, Political Science, 1970; M.A., University of Florida, Political Science, 1971; Ph.D., State University of New York, Stony Brook, Sociology, 1985.

Languages: Spanish (S-5), French (S-1)

Research/Teaching Specialization: Cuba, Latin American politics and society, Inter-American affairs

Field Research Experience: Cuba, Mexico, Nicaragua

Selected Publications:

2012 The Cuban Revolution: Origins, Course, and Legacy, 3rd edition. New York: Oxford University Press.

2011 The United States and Cuba: Intimate Enemies. New York: Routledge.

2007 Editor, Looking Forward: Comparative Perspectives on Cuba's Transition (Notre Dame, IN: University of Notre Dame Press).

Percentage of Time Devoted to LAS: 75%

Distinctions: Senior Non-Resident Fellow (2009-2010), Inter-American Dialogue; Member, Council on Foreign Relations (2007-present).

PICARD, Liesl

Year of Appointment/Experience: 2000

Title/Department: Associate Director, Latin American and Caribbean Center

Tenure Status: Non-tenure-track

Education: B.A., University of Illinois at Urbana-Champaign, Sociology and Spanish, 1994; M.A., University of Wisconsin-Madison, Latin American and Iberian Studies, 1998.

Languages: Spanish (S-5), Portuguese (S-2), Haitian Creole (S-2)

Field Research Experience: Costa Rica, Argentina, Brazil, Haiti, Bolivia

Percentage of Time Devoted to LAS: 100%

Distinctions: Associate Editor, Hemisphere; CLASP Publications Chair, 2007-Present; CLASP President, Engagement Award, 2012; Recipient, FIU Merit Award, 2012, 2013.

PIERRE, Jacques

Year of Appointment/Experience: 2009

Rank/Department: Instructor, Modern Languages

Tenure Status: Non-tenure-track

Education: M.A., Kent State University, Translation Studies, 2007; M.A., Kent State University, TESL, 2008.

Languages: Haitian Creole (S-5), French (S-5), Spanish (S-2)

Research/Teaching Specialization: Basic, intermediate and advanced Haitian-Creole, Haitian culture

Field Research Experience: Haiti

Pedagogy Training: FIU Foreign Language Teaching Methods Course; FIU Teaching Practicum; Center for the Advancement of Teaching Training Workshop Series; ACTFL Workshop; Various Foreign Language Pedagogy Webinars; FIU New Faculty Pedagogy Training

Selected Publications:

2009 Yon sezon matchyavèl / Une saison en enfer (Arthur Rimbaud's 1873 prose poem). edited and translated in collaboration with Benjamin Hebblethwaite.

2007 Haitian Creole-English Bilingual Dictionary. co-editor with Albert Valdman, Creole Institute, Indiana University.

2005 The Gospel of Thomas in English/French, and Haitian Creole. Co-editor with Benjamin Hebblethwaite, Hans-Gebhard Bethge and Paul Weber.

Percentage of Time Devoted to LAS: 100%

PINTO, Juliet Gill

Year of Appointment/Experience: 2007

Title/Department: Associate Professor, Journalism and Broadcasting

Tenure Status: Tenured

Education: B.S., Boston University, Environmental Science, 1997; M.S., University of Miami, Marine Affairs and Policy, 2000; Ph.D., University of Miami, Communications, 2006.

Languages: Spanish (S-5)

Research/Teaching Specialization: Latin American media and democracy, Latin American environmental communication, Hispanics and media use, communication law and ethics, news writing

Field Research Experience: Argentina, Mexico

Selected Publications:

2013 Coverage of Climate Change in Leading US Spanish-Language Newspapers (with M. E. Villar), *Journal of Spanish Language Media* 6: 42-60.

2012 Constructing Climate Change in the Americas: An Analysis of News Coverage in US and South American Newspapers (with M.E. Villar & R. Zamith), *Science Communication* 35 (3): 334-357.

2012 Legislating 'Rights for Nature' in Ecuador: The Mediated Social Construction of Human/Nature Dualisms, in *Environment and Citizenship in Latin America: Natures, Subjects and Struggles* (A. Latta & H. Wittman, eds.), New York: Berghahn Books.

Percentage of Time Devoted to LAS: 50%

Distinctions: School of Journalism and Mass Communications Summer Research Awards, 2010-2013; Interdisciplinary Research Group Grant Program, FIU LACC/University of Miami-Center for Latin American Studies, 2010.

PREMO, Bianca

Year of Appointment/Experience: 2007

Title/Department: Associate Professor, History; Director, Andean Studies Program of Excellence, Latin American and Caribbean Center

Tenure Status: Tenured

Education: B.A., Univ. of South Carolina, 1992; M.A., Univ. of Arizona, 1995; Ph.D., Univ. of North Carolina, 2001.

Languages: Spanish (S-5), Portuguese (S-3)

Research/Teaching Specialization: Iberian colonialism, gender, law, history of childhood, Enlightenment, slavery

Field Research Experience: Peru, Mexico, Bolivia, Spain

Selected Publications:

In Press Custom Today: Temporality, Law, and Indigenous Enlightenment, *Hispanic American Historical Review*.

In Press Felipa's Braid: Women, Culture and the Law in Eighteenth-Century Oaxaca, *Ethnohistory*.

2013 Familiar: Thinking beyond Lineage and across Race in the Spanish Atlantic, *William & Mary Quarterly* 70 (2): 295-316.

2011 Quejas ilustradas. Litigios en la historia de España e Hispanoamérica (siglo XVIII), *Memoria y Civilización: Anuario de Historia* 14: 155-73.

2011 An Equity against the Law: Slave Rights and Creole Jurisprudence in Spanish America, *Slavery & Abolition* 32 (4): 495-51.

2011 Before the Law: Women's Petitions in the Eighteenth-Century Spanish Empire, *Comparative Studies in Society and History* 53 (2): 261-289.

Percentage of Time Devoted to LAS: 100%

Distinctions: FIU Presidential "Top Scholar" for Publications and Research, 2013; Vanderwood Article Prize, Conference on Latin American History, 2012; Honorable Mention, Hanger Prize, Latin American Section, Southern Historical Association, 2012; National Science Foundation, Law and Social Sciences Program Grant, 2009-12; Frederick Burkhardt Fellowship, American Council of Learned Societies (Newberry), 2010-11

PRICE, Patricia

Year of Appointment/Experience: 1996

Title/Department: Professor, Geography

Tenure Status: Tenured

Education: B.A., University of Washington, International Business Administration, 1991; M.A., University of Washington, Geography, 1990; Ph.D., University of Washington, Geography, 1997.

Number of Theses Supervised During Past 5 Years: 10

Languages: Spanish (S-3)

Research/Teaching Specialization: Critical geographies of race; race, ethnicity and immigration; Latinos/as in US cities; narrative geographies; exile landscapes; US-Mexico borderlands

Field Research Experience: Mexico

Selected Publications:

2012 Rethinking 'Diversity' through Analyzing Residential Segregation among Hispanics in Phoenix, Miami, and Chicago (with C. Lukinbeal & C. Buell), *The Professional Geographer* 64(1): 109-124

2011 The Human Mosaic: A Thematic Introduction to Cultural Geography (with M. Damosh, et al.), 12th edition, New York: WH Freeman (11th edition 2009, 10th edition 2006).

2011 Placing Latino Civic Engagement, (with C. Lukinbeal et al.), *Urban Geography* 32(2): 179-207.

2010 Cultural Geography and the Stories We Tell Ourselves, *Cultural Geographies* 17(2): 203-210.

2010 At the Crossroads: Critical Race Theory and Critical Geographies of Race, *Progress in Human Geography* 34(2): 147-174.

Percentage of Time Devoted to LAS: 100%

PRONI, John

Year of Appointment/Experience: 2009

Title/Department: Former Executive Director, Applied Research Center

Tenure Status: Non-tenure-track

Education: Ph.D., North Carolina State University, Physics, 1970.

Languages: Spanish (S-2), French (S-2)

Research/Teaching Specialization: Environmental studies, renewable energy, coastal ocean pollution

Field Research Experience: Colombia, Venezuela, Mexico

Percentage of Time Devoted to LAS: 25%

Distinctions: Bronze medal for participation in and high-level oversight of a data network for monitoring of parameters relevant to coral reef health; Certificate of Merit Award for the role in the implementation of unique oceanographic and meteorological monitoring networks for Coral Reefs; Certificate of Nomination as Federal Employee of the Year; Award Significant Contributions and Achievements in the Promotion of Equal Employment Opportunities as a Supervisor; Certificate of Appreciation for substantial contributions to Ecosystems Goal Team.

QUEELEY, Andrea

Year of Appointment/Experience: 2009

Title/Department: Assistant Professor, Anthropology & African and African Diaspora Studies

Tenure Status: Tenure-track

Education: B.A., Brown University, Psychology and Afro-American Studies, 1992; Ph.D., City University of New York, Cultural Anthropology, 2007.

Number of Theses Supervised During Past 5 Years: 1

Languages: Spanish (S-3)

Research/Teaching Specialization: Race, identity, migration, African Diaspora, Caribbean/Latin America

Field Research Experience: Cuba, Haiti

Selected Publications:

- 2013 El Puente: Transnationalism among Cubans of English-Speaking Descent, in R. Adams, Jr. (ed.), *Rewriting the African Diaspora in Latin America and the Caribbean: Beyond Disciplinary and National Boundaries*. New York: Routledge.
- 2011 Remembering the Wretched: Narratives of Return as a Practice of Freedom, *Journal of Pan-African Studies* 4 (7): 109-125.
- 2011 'She Jus' Gits Hold of Us Dataway': The Blues and Greens of Neighborhood Recovery in Post-Katrina New Orleans, *Transforming Anthropology* 19 (1): 21-32.
- 2010 'Somos Negros Finos': Anglophone Caribbean Cultural Citizenship in Revolutionary Cuba, in P. Hintzen et al. (eds.), *Global Circuits of Blackness: Race, Citizenship, and Modern Subjectivities*. Champaign: University of Illinois Press.

Anthropology 12(2): 547-549.

Percentage of Time Devoted to LAS: 50%

RAHIER, Jean Muteba

Year of Appointment/Experience: 1998

Title/Department: Professor of Anthropology; Director, African and African Diaspora Studies

Tenure Status: Tenured

Education: B.A., University of Brussels, 1985; Ph.D., Université de Paris X, France, Sociology, 1994.

Number of Theses Supervised During the Past 5 Years: 6

Languages: French (S-5), Spanish (S-5), Portuguese (S-4), Flemish (S-1), Lingala (S-1)

Research/Teaching Specialization: African Diaspora in Latin America, identity and ethnography, Afro-Latinos in the US, race relations in Latin America and the US, Ecuador and Colombia

Field Research Experience: Ecuador, Colombia, Democratic Republic of Congo

Selected Publications:

In Press Blackness in the Andes: Ethnographic Vignettes of Cultural Politics in the Time of Multiculturalism and State Corporatism. New York: Palgrave Macmillan.

2013 Kings for Three Days: The Play of Race and Gender in an Afro-Ecuadorian Festival. Urbana: University of Illinois Press.

2012 Black Social Movements in Latin America: From Monocultural Mestizaje to Multiculturalism. New York: Palgrave Macmillan.

Percentage of Time Devoted to LAS: 75%

Distinctions: Legacy magazine, Top 44 South Florida Black Educators, 2013; Choice magazine, Outstanding Academic Title Published in 2012 for Black Social Movements in Latin America: From Monocultural Mestizaje to Multiculturalism.

RAVINET, Alfredo

Year of Appointment/Experience: 2001

Title/Department: Associate Professor and Research Scientist, Engineering

Tenure Status: Non-tenure-track

Education: B.S., Universidad de Chile, Civil Engineering, 1965; M.Sc., Florida International University, Environmental and Urban Systems, 1998; Ph.D., Florida International University, Civil and Environmental Engineering, 2002.

Languages: Spanish (S-4), French (S-3), Italian (S-2)

Research/Teaching Specialization: Energy, environment, engaging Latin American country military and civil authorities, planning, developing and implementing engineering projects, developing partnerships for FIU with six Latin American civil and military institutions and universities in programs dealing with renewable energy, GIS, natural disaster response and environment

Field Research Experience: Chile, Peru, Panama, Ecuador, El Salvador

Percentage of Time Devoted to LAS: 75%

REIS, Raul

Year of Appointment/Experience: 2011

Title/Department: Dean, School of Journalism and Mass Communication

Tenure Status: Tenured

Education: B.A., Universidade Federal do Pará, Belém, Brazil, Mass Communications, 1987; M.S., A. Q. Miller School of Journalism and Mass Communications, Kansas State University, Manhattan, KS, Journalism and Mass Communication, 1994; Ph.D., School of Journalism and Communication, University of Oregon, Eugene, OR., Communication and Society, 1998.

Research/Teaching Specialization: Latin America mass media, Hispanic media, health communication, environmental communication

Field Research Experience: Brazil

Percentage of Time Devoted to LAS: 50%

Distinctions: Best 1998 Doctoral Dissertation from National Communication Association (NCA) for my work and field work in the Brazilian Amazon

REYES, Viroselie

Year of Appointment/Experience: 2010

Title/Department: Program Coordinator, Latin American and Caribbean Center

Tenure Status: Non-tenure-track

Education: B.A., Florida International University, International Business, 2010.

Languages: Spanish (S-5), Portuguese (S-1)

Percentage of Time Devoted to LAS: 100%

RIACH, James

Year of Appointment/Experience: 2008

Title/Department: Senior Lecturer, Earth and Environment

Tenure Status: Non-tenure-track

Education: B.S., Florida International University, Environmental Studies, 1989; M.A., Florida International University, Comparative Sociology, 1995; Ph.D., University of Georgia, Anthropology, 2001.

Languages: Spanish (S-4), Portuguese (S-3)

Research/Teaching Specialization: Amazon ecology and ethnography, medical anthropology, globalization-related environmental change

Field Research Experience: Peru, Ecuador

Percentage of Time Devoted to LAS: 100%

Distinctions: Genographic Legacy Fund research grant for research project on the traditional knowledge and language of the Yagua peoples of the western Amazon, 2010-2011.

RICHARDSON, Laurie

Year of Appointment/Experience: 1990

Title/Department: Professor and Chair, Biological Sciences

Tenure Status: Tenured

Education: B.A., University of Colorado, 1977; Ph.D., University of Oregon, Biology, 1985.

Research/Teaching Specialization: Microbiology, microbial ecology, and molecular microbial ecology of coral diseases on reefs

Field Research Experience: Caribbean

Percentage of Time Devoted to LAS: 50%

Distinctions: Recognized world expert on coral diseases and the health of coral reefs; Treasurer, Association of Marine Laboratories of the Caribbean.

ROCA, Ana

Year of Appointment/Experience: 1986

Title/Department: Professor, Modern Languages and Linguistics

Tenure Status: Tenured

Education: B.A., University of Miami, Spanish and Psychology, 1975; M.A., University of Miami, Spanish, 1977; D.A., University of Miami, Spanish and Spanish American Literature and Applied Linguistics, 1986.

Number of Theses Supervised During the Past 5 Years: 2

Languages: Spanish (S-5), French (S-3)

Research/Teaching Specialization: Spanish in the US, bilingualism, educational policy and literacy issues, second language and heritage language pedagogy, Spanish in contact, Hispanic cultures, women and film, Spanish cultures and civilization, Americas: culture and civilization

Field Research Experience: Spain

Selected Publications:

In Press Teaching Spanish as a Heritage Language. Hoboken, NJ: John Wiley & Sons.

2012 Nuevos Mundos: Lectura, cultura y comunicación. Curso para estudiantes bilingües, 3rd edition. Hoboken, NJ: John Wiley & Sons.

2012 Español en Miami: expansión y desarrollo (with J. A. Ángel), in D. Dumitrescu (ed.), El español en los Estados Unidos: E pluribus unum? Enfoques multidisciplinares. New York: ANLE.

Percentage of Time Devoted to LAS: 100%

ROCHA, Carolina de Azevedo

Year of Appointment/Experience: 2013

Title/Department: Fulbright Scholar, Portuguese; Fulbright Foreign Language Teaching Assistant, Modern Languages

Tenure Status: Non-tenure-track

Education: B.A. and teaching degree, Pontificia Universidade Católica de Campinas, Brazil, English and Portuguese.

Languages: Portuguese (S-5)

Pedagogy Training: FIU Foreign Language Teaching Methods Course; FIU Teaching Practicum; Center for the Advancement of Teaching Training Workshop Series; ACTFL Workshop; Various Foreign Language Pedagogy Webinars; K-12 Language for Business Workshop; Teaching Portuguese to Heritage Speakers Pedagogy Workshop

Percentage of Time Devoted to LAS: 100%

ROIG, Gustavo

Year of Appointment/Experience: 1991

Title/Department: Professor and Associate Dean, College of Engineering; Director, Center for Diversity in Engineering and Computing

Tenure Status: Tenured

Education: B.S.E.E., University of Puerto Rico, 1966; M.E., University of Florida, 1967; Ph.D., University of Florida, 1970.

Languages: Spanish (S-5)

Research/Teaching Specialization: Radio frequencies, electronic circuits, human potential development

Field Research Experience: Puerto Rico, Venezuela

Percentage of Time Devoted to LAS: 50%

Distinctions: Outstanding Faculty Award, FIU Torch Awards, 2014; HENAAC Great Minds in STEM Albert V. Baez Award, 2011

ROMAN, Ediberto

Year of Appointment/Experience: 2002

Title/Department: Professor, Law

Tenure Status: Tenured

Education: B.A., Lehman College, Business Management, 1985; J.D., University of Wisconsin Law School, 1988.

Languages: Spanish (S-5)

Research/Teaching Specialization: Constitutional law, immigration policy

Selected Publications:

2013 Those Damn Immigrants: America's Hysteria Over Immigration, New York University Press.

2010 Citizenship and Its Exclusions: Classical, Constitutional, and Critical Race Perspectives, New York University Press.

Percentage of Time Devoted to LAS: 50%

Distinctions: FIU Excellence in Research Award, 2013; New York State Bar Association Hayward Burns Award, 2013; FIU Top Scholar, 2012; Nominated for the Law and Association's James Williard Hurst Prize for Best Work in Legal History; Member of the American Law Institute; Series Editor for New York University Press forthcoming Citizens and Migrants in the Americas series.

ROSALES, Camilo

Year of Appointment: 1996

Title/Department: Associate Professor, Architecture

Tenure Status: Tenured

Education: B.Arch., Honors, University of Texas at Austin, 1975; M.Arch., University of Texas at Austin, 1976; M.Arch II., Harvard University Graduate School of Design, 1985.

Number of Theses Supervised During Past 5 Years: 15

Languages: Spanish (S-5)

Research/Teaching Specialization: Sustainable Design, Green Architecture and Urbanism

Field Research Experience: Chile, Brazil, Trinidad and Tobago

Selected Publications:

2011 "Camilo Rosales, La Arquitectura Tropical Desde Miami a Centroamerica". Summa+ (Argentina).

2009 "Natural Sympathies, a Dramatic Dwelling Adapts to its Coastal Setting", Architectural Digest.

2000 "The Office-Home of the Architect" Abitare (Italy)

Percentage of Time Devoted to LAS: 25%

Distinctions: FIU 2013 Top Researcher; Recipient, U.S. Department of State's Energy and Climate Partnership of the Americas grant, 2013; Faculty Advisor, FIU Solar Decathlon Team, 2011; Education Leadership Award by the American Institute of Architects, Miami Chapter, 2010; Fellow, Honors College, Florida International University, 2007-Present; Director, FIU School of Architecture 2002-2006; Built Design Award, The American Institute of Architects, 2003; Fellow, International Institute for Advanced Studies in Systems Research (Germany), 2002.

ROSENBAUM, Allan

Year of Appointment/Experience: 1994

Title/Department: Professor, Public Administration; Director, Institute for Public Management and Community Service

Tenure Status: Tenured

Education: B.A., University of Miami, History, 1962; M.S. Ed., Southern Illinois University, Administration of Higher Education College Student Personnel, 1964; M.A., University of California, Berkeley, Political Science, 1967; Ph.D., University of Chicago, Political Science, 1976.

Languages: Spanish (S-2)

Research/Teaching Specialization: Governance reform, decentralization issues and legislative relations

Field Research Experience: Bolivia, Paraguay

Percentage of Time Devoted to LAS: 25%

Distinctions: President, American Society for Public Administration, 2014; Biographical Entry, Who's Who in American Education (2005-Present); Biographical Entry, Who's Who in the World (2003-Present); Biographical Entry, Who's Who in America (2001-Present).

ROSENBERG, Gene

Year of Appointment/Experience: 2003

Title/Department: Lecturer, Biological Sciences

Tenure Status: Non-Tenure-track

Education: B.S., Stanford University, 1975; M.Phil., Yale University, Biology, 1977; Ph.D., Yale University, Biology, 1981.

Languages: Spanish, (S-3); Portuguese, (S-3); French, (S-3)

Research/Teaching Specialization: Marine biology, phycology (the study of algae; especially in the Caribbean), scientific cooperation between the US and Latin America

Field Research Experience: Brazil, Argentina, Cuba, Dominican Republic, Mexico, Chile, Colombia, Venezuela

Percentage of Time Devoted to LAS: 100%

Distinctions: Faculty Advisory Council, Latin American and Caribbean Center, FIU; Fellow, American Association for the Advancement of Science; President, Botanical Society of Washington; Founding member, Psychological Society of Mexico; Steering Group for Science Planning, Inter-American Institute for Global Change Research.

ROSENBERG, Mark B.

Year of Appointment/Experience: 1976

Title/Department: FIU President; Professor, Politics and International Relations

Tenure Status: Tenured

Education: B.A., Miami University, Ohio, Political Science, 1971; M.A., University of Pittsburgh, Political Science, 1972; Ph.D., University of Pittsburgh, Political Science, 1976.

Languages: Spanish (S-5)

Research/Teaching Specialization: Globalization and its implications for public managers and decision-makers, comparative and international politics, politics of development, Latin American and Caribbean politics, inter-American relations, comparative political theory, US-Central American affairs during the 1980s

Field Research Experience: Latin America, Central America, Mexico, Caribbean

Selected Publications:

2010 On the Edge, The Thin Line between Global and Local, CUMU Presidential Perspectives, March.

Percentage of Time Devoted to LAS: 100%

Distinctions: Power Leader of the Year Award, Greater Miami Chamber of Commerce, 2012; Business Leader of the Year (Education), Business Leader Media, 2010; Council on Foreign Relations (continuing member), Founding Director, Latin American and Caribbean Center, FIU.

ROTHER, Eugenio M.

Year of Appointment/Experience: 2009

Title/Department: Professor, Psychiatry and Mental Health, College of Medicine and University Counseling Services

Tenure Status: Non-tenure-track

Education: M.D., Pontificia Universidad Católica Madre y Maestra, Dominican Republic, Medicine, 1982; M.D., University of Miami, Psychiatry, 1987; Harvard Medical School, Child and Adolescent Psychiatry, 1990; Florida Psychoanalytic Institute, Adult Psychoanalysis, 2003.

Languages: Spanish (S-5)

Research/Teaching Specialization: Mental health issues of immigrants and refugees, values and professional behavior, adult, adolescent and child psychiatry, forensic psychiatry

Selected Publications:

- 2013 Practice Parameters for Cultural Competence in Child Psychiatric Practice (with A. Pumariega, et al.), *Journal of the American Academy of Child and Adolescent Psychiatry* 52 (12): 1101-1115.
- 2012 Mental Health Issues of Child and Adolescent Refugees (with A. Pumariega), in U. Segal & N. Elliot (eds), *Immigration Worldwide: Policies, Practices, and Trends*. New York, NY: Praeger.
- 2011 Identity and Acculturation in Immigrant and Second Generation Adolescents (with A. Pumariega & D. Sabagh), *Adolescent Psychiatry*, pp.72-81
- 2010 Acculturation, Development and Adaptation (with A. Pumariega & D. Tzuang), *Child and Adolescent Psychiatry Clinics of North America* 19 (4): 681-696.

Percentage of Time Devoted to LAS: 25%

Distinctions: American Psychiatric Association, Nancy Roeske Award, 2014; American Academy of Child and Adolescent Psychiatry, Jean Spurlock Award, 2013; five-time recipient of University of Miami/Jackson Memorial Hospital Award for Outstanding Teacher in Psychiatry.

RUSSELL, Heather

Year of Appointment/Experience: 2003

Title/Department: Associate Professor, English

Tenure Status: Tenure-track

Education: B.A., Rutgers, The State University of New Jersey, English, 1991; M.A., The State University, New Jersey, Literatures in English, 1995; Ph.D., The State University, New Jersey, Literatures in English, 1997.

Number of Theses Supervised During Past 5 Years: 3

Languages: Spanish (S-5)

Research/Teaching Specialization: Caribbean literature, African-American literature, postcolonial studies, gender studies, cultural studies, major Caribbean writers, African Diaspora women writers, African-American women writers

Selected Publications:

- In Press Rihanna: Bad Girl Done Best. Barbados. Artist. World, with H. M. Beckles (eds.). Mona: University of the West Indies Press.
- In Press Post-Blackness and All of the Black Americas, in H. A. Baker & M. Simmons (eds.), *The Trouble with Post-Blackness*. New York: Columbia University Press.
- 2013 Sycorax Soundings: The People's National Party at 75 and beyond. Thoughts on Colour, Class, Gender and Sexuality, in D. Franklyn (ed.), *The People's National Party at 75*. Kingston: Wilson, Franklyn, Barnes.
- 2012 'Life and Debt': Globalization and the Caribbean in Stephanie Black's Life and Debt: Transition 107. Publication of the W. E. B. Du Bois Institute at Harvard University, Indiana University Press.

Percentage of Time Devoted to LAS: 75%

Distinctions: Caribbean Studies Association (CSA); Modern Language Association (MLA); American Literature Association (ALA); African American Literature and Culture Society (AALCS); College Language Association (CLA).

SALAS, Luis

Year of Appointment/Experience: 1975

Title/Department: Associate Vice President, Division of Research and Director, Center for the Administration of Justice and Professor, Urban and Public Affairs

Tenure Status: Tenured

Education: B.S., North Carolina State University, Political Science, 1968; J.D., Wake Forest University, 1971.

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-5)

Research/Teaching Specialization: Justice reform in Latin America, human rights in Central America

Field Research Experience: Bolivia, Brazil, Chile, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Paraguay, Uruguay, Venezuela, Jordan

Percentage of Time Devoted to LAS: 100%

Distinctions: Center has been recipient of three major regional cooperative agreements from USAID/Washington; selected for USAID mission-funded Rule of Law projects in Bolivia, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Paraguay and Venezuela.

SALAZAR-CARRILLO, Jorge

Year of Appointment/Experience: 1979

Title/Department: Professor, Economics; Director, Center of Economic Research

Tenure Status: Tenured

Education: B.B.A., University of Miami, Business Administration, 1958; M.A., University of California-Berkeley, Economics, 1964; Ph.D., University of California-Berkeley, Economics, 1967.

Languages: Spanish (S-5), Portuguese (S-4), French (S-4), Chinese (S-3), Italian (S-3), Creole (S-2), Greek (S-2), Latin (S-2), Dutch (S-2)

Research/Teaching Specialization: Economic development, legal economics, monetary economics, economic integration, transportation economics, cost-benefit analysis, public economics, international economics, labor economics, development planning, economic theory and economic statistics.

Selected Publications:

2010 La psicología del bienestar. Miami: Ediciones Universal.

Percentage of Time Devoted to LAS: 100%

Distinctions: Non-resident staff member, Brookings Institution; Knight of Malta; Board of Directors, Piarist Fathers Latin Missions; Financial Advisory Group, Southeast Pastoral Institute.

SALMON, Angela

Year of Appointment/Experience: 2002

Title/Department: Associate Professor, Early Childhood Education

Tenure Status: Tenured

Education: B.S., Catholic University of Ecuador, Educational Psychology; 1988; M.Ed., University of Cincinnati, Education, 1991; Ed.D., University of Cincinnati, Education, 1998.

Languages: Spanish, (S-5), Italian, (S-1)

Research/Teaching Specialization: Cognition and language, emergent literacy, teacher preparation, early childhood, English as second language

Field Research Experience: US, Ecuador, Colombia, Jamaica

Selected Publications:

- In Press Hacer visible el pensamiento para desarrollar la lectoescritura. In R. J. Guzmán (ed.), Investigaciones e innovaciones en lectura y escritura. Bogotá, Colombia: Editorial Magisterio.
- 2013 El pensamiento del niño, para escuchar, hablar, leer y escribir. Latin American Journal, International Reading Association.
- 2013 Nurturing Curiosity by Teachers' Purposeful Self-Evaluation and Reflective Practice (with T. Reio), in A. Honigsfeld & A. Cohan (eds.), Breaking the Mold of School Instruction and Organization. New York: Rowman & Littlefield.
- 2013 Transforming Spaces in Exclusionary School Discipline Practices: A Call for Critical Communities of Practice (with D. Pane, et al.), Urban Education.

Percentage of Time Devoted to LAS: 100%

Distinctions: Founder and Member, Colegio Menor San Francisco de Quito; Apprentice, Harvard Graduate School of Education.

SALVATORE, Ricardo

Year of Appointment/Experience: 2014

Title/Department: Visiting Professor, History

Tenure Status: Tenure-track

Education: B.A., Economics, Universidad Nacional de Córdoba, 1975; Ph.D., University of Texas, Economics, 1987.

Number of Theses Supervised During Past 5 Years: 6

Languages: Spanish (S-5), Portuguese (S-2), Italian (S-2)

Field Research Experience: Argentina

Research/Teaching Specialization: Economic history, Latin American history, history of crime and justice, social and cultural history of Argentina, US-Latin American relations

Selected Publications:

- In Press Disciplinary Interventions: US Scholarly Engagement with South America, 1900-1945, Durham, NC: Duke University Press.
- 2013 El orden y el delito en perspectiva histórica (ed. with O. Barenneche), Rosario, Argentina: Editorial Pro-Historia.
- 2013 Murder and Violence in Modern Latin America (ed. With E. Johnson & P. Spierenburg), Oxford: Blackwell-Wiley.
- 2010 Living Standards in Latin American History: Heights, Welfare and Development, 1750-2000 (ed. with J. Coatsworth & A. Challú), Cambridge, Mass.: Harvard University Press.
- 2010 Subalternos, derechos y justicia penal: ensayos de historia social y cultural Argentina, 1829-1940. Barcelona: Editorial Gedisa.

Percentage of Time Devoted to LAS: 100%

Distinctions: Asociación Española de Historia Económica Best Book Award for Living Standards in Latin American History, 2009-2010.

SAMIMY, Roland

Year of Appointment/Experience: 2008

Title/Department: Research Associate, Applied Research Center

Tenure Status: Non-tenure-track

Education: B.A., Tufts University, English and Architectural History, 1990; M.A., Tufts University, Environmental Policy, 1994; M.S., Tufts University, Water Resources Engineering; Ph.D., University of Massachusetts-Dartmouth Coastal Systems Science, 2013.

Research/Teaching Specialization: water supply studies, surface and groundwater hydrology, nutrient dynamics in aquatic systems, oceanographic assessment (physical and biological) related to marine hydrokinetic energy development, contamination assessment and remedial action planning, aquifer analyses

Languages: French (S-5), Spanish (S-2)

Selected Publications:

Percentage of Time Devoted to LAS: 25%

Distinctions: Invited Presenter at the Energy Assurance and Security Conference in Valparaiso, Chile, 2009.

SANDOVAL, Arturo

Year of Appointment/Experience: 1990

Title/Department: Professor, Music

Tenure Status: Tenured

Education: Instituto Superior de Arte, Cuba.

Languages: Spanish (S-5)

Research/Teaching Specialization: Latin jazz

Percentage of Time Devoted to LAS: 100%

Distinctions: Multi-Grammy Award Winner; Multi-Emmy Award winner; Multi-Billboard Award Winner; Arturo Sandoval Trumpet Scholarship created at FIU in his honor;

Performed at the White House for the 20th anniversary celebration of the Thelonious Monk Institute, 2006;

Documentary of Arturo Sandoval Story recipient of Golden Globe nomination, 2001.

SARMIENTO, Juan Pablo

Year of Appointment/Experience: 2008

Title/Department: Research Professor, Department of Health Policy and Management, Robert Stempel College of Public Health and Social Work; Director, Disaster Risk Reduction Program at the FIU Extreme Event Institute.

Tenure Status: Non-tenure-track

Education: Medical-Doctor Surgeon, Universidad del Rosario, Colombia, 1981; M.Sc., Universidad de la Sabana, Colombia, Public Health Medical Education, 1998; M.A. University for International Cooperation, Costa Rica, Project Management, 2004.

Languages: Spanish (S-5)

Research/Teaching Specialization: International advising on disaster risk reduction, public health policy of disaster risk, and emergency management

Selected Publications:

- 2013 Private Sector and Disaster Risk Reduction: The Cases of Bogotá, Miami, Kingston, San José, Santiago and Vancouver. Background Paper prepared for the 2013 Global Assessment Report on Disaster Risk Reduction. Geneva, Switzerland: UNISDR. Available at: <http://www.preventionweb.net/gar>
- 2012 Communities of Practice and Disaster Risk Reduction. Natural Hazards Informer, Issue 5. Natural Hazards Informer.
- 2011 Health response to the earthquake in Haiti: January 2010. Washington, D.C: Pan American Health Organization / World Health Organization (PAHO/WHO), no. 180.
- 2011 Establishing Public Accountability, Speaking Truth to Power, and Inducing Political Will for Disaster Risk Reduction: Ocho Rios+25. Environmental Hazards 10, (1): 59-68.
- 2011 Disaster Risk Reduction, Public Accountability, and the Role of the Media: Concepts, Cases, and Conclusions. In 2011 Global Assessment Report on Disaster Risk Reduction, by United Nations International Strategy for Disaster Reduction Secretariat (UNISDR), 34. Geneva: United Nations.
- 2011 Disaster Risk Management Disparity in the Caribbean: Evidence from Barbados, Dominican Republic, Jamaica, and Trinidad and Tobago. Western Hemisphere Security Analysis Center (WHEMSAC) (Florida International University - Applied Research Center (ARC), no. 38.

Percentage of Time Devoted to LAS: 100%

Distinctions: Disaster Risk Reduction (DRR) in the Americas: Second Phase Building Resilience, USAID grant, 2014-2016; Pan-American Health Organization/World Health Organization, International Health Course- Disaster Emergency Preparedness and Response Management. 2013; United Nations, Private sector's involvement in disaster risk reduction, 2012; Disaster Risk Reduction (DRR) in the Americas: Conceptualizing, Identifying, Analyzing, Stimulating, and Strengthening Transferable DRR Models, USAID grant, 2008-2013; Paul C. Bell Risk Management grant, USAID, 2009-2012.

SEIDEL, Andrea

Year of Appointment/Experience: 1990

Title/Department: Associate Professor, Religious Studies; Professor, Dance

Tenure Status: Tenured

Education: B.A., University of Miami, English, 1969; M.A., McGill University, English Literature, 1970; Ph.D., New York University, Dance, 1985.

Number of Theses Supervised During the Past 5 Years: 2

Languages: Spanish (S-3)

Research/Teaching Specialization: Latin American and Caribbean dance and culture, Native American religion (Maya), dance and religion

Selected Publications:

In Press Dancing Duncan: The Art and Soul of Isadora in the 21st Century. Jefferson, NC: McFarland Press.

Percentage of Time Devoted to LAS: 25%

SEN, Gautam

Year of Appointment/Experience: 1995

Title/Department: Professor, Earth & Environment

Tenure Status: Tenured

Education: B.Sc., Calcutta University, 1971; M.Sc., Calcutta University, 1973; Ph.D., University of Texas at Dallas, 1981.

Number of Theses Supervised During Past 5 Years: 3

Languages: Hindi (S-5), Bengali (S-5)

Research/Teaching Specialization: Earth's upper mantle, hot spot volcanism, flood basalts, pyroxene thermobarometry, K/T events

Field Research Experience: Hawaii, India, Caribbean

Percentage of Time Devoted to LAS: 25%

Distinctions: Panelist, Ocean Sciences, NSF.

SHEPHERD, Philip

Year of Appointment/Experience: 1983

Title/Department: Associate Professor, Management and International Business

Tenure Status: Tenured

Education: B.A., Vanderbilt University, Political Science, 1968; M.A., Vanderbilt University, Political Science, 1974; Ph.D., Vanderbilt University, Political Science, 1983.

Languages: Spanish (S-4)

Research/Teaching Specialization: International cigarette industry, international political economy

Field Research Experience: Honduras

Selected Publications:

2011 The Business Ethics Index as a Leading Economic Indicator (with J. Tsalikis & B. Seaton), *Journal of Business Ethics* 99(4): 519-525.

Percentage of Time Devoted to LAS: 100%

SHUMOW, Moses

Year of Appointment/Experience: 2010

Title/Department: Assistant Professor, Journalism & Broadcasting

Tenure Status: Non-tenure-track

Education: B.A., New Mexico State University, Spanish & Journalism, 2000; M.A., Emerson University, Broadcast Journalism, 2001; Ph.D., University of Miami, Communication, 2010.

Languages: Spanish (S-5)

Research/Teaching Specialization: Immigrant journalism, Spanish-language media

Selected Publications:

- 2013 Media Production in a Transnational Setting: Three Models of Immigrant Journalism. *Journalism: Theory, Practice and Critique*.
- 2012 Making Ends (and Bytes) Meet: Teaching multimedia at a 3-U (with M.S. Sheerin), *Journalism and Mass Communication Educator* 68(1): 22-32.
- 2012 Immigrant Journalism, Ideology, and the Production of Transnational Media Spaces, *Media, Culture & Society* 34(7): 815-831.
- 2010 A Foot in Both Worlds: Transnationalism and Media Use among Venezuelan Immigrants in Miami, *International Journal of Communication* 4: 377-397.

Percentage of Time Devoted to LAS: 100%

Distinctions: Hispanic Immigrant Media in Southeast Florida: Covering Issues of Import for Transnational Populations. FIU School of Journalism and Mass Communication Summer Research Grant, 2011; Mapping Miami-Dade's Immigrant Media: Information Communities, Civic Engagement, and Democracy, FIU Global Learning Faculty Fellowship, 2012.

SILVERA, Althea

Year of Appointment/Experience: 1987

Title/Department: Head, Special Collections; University Archivist

Tenure Status: Non-tenure-track

Education: B.A., College of St. Elizabeth, History, 1972; M.L.S., University of Western Ontario, 1978

Languages: Spanish (S-1)

Research/Teaching Specialization: Caribbean and African American history, literature and art

Percentage of Time Devoted to LAS: 50%

Distinctions: Faculty Senate Librarian Award, 2012

SILVERMAN, Renee

Year of Appointment/Experience: 2007

Title/Department: Assistant Professor, Modern Languages

Tenure Status: Tenure-track

Education: B.A., Brown University, Comparative Literature, 1995; M.A., University of Michigan, Comparative Literature, 2000; Ph.D., University of Michigan, Comparative Literature, 2006.

Number of Theses Supervised During Past 5 Years: 7

Languages: Spanish (S-5), French (S-2), Russian (S-2), Catalan (S-1)

Research/Teaching Specialization: Spanish Avant-Garde literature and poetry

Field Research Experience: Spain

Pedagogy Training: FIU New Faculty Pedagogy Training; Center for the Advancement of Teaching Training Workshop Series

Selected Publications:

In Press Mapping the Landscape, Remapping the Text: Spanish Poetry from Antonio Machado's Campos de Castilla to the First Avant-Garde (1909-1925). Chapel Hill: University of North Carolina Press.

2013 Rafael Barradas, Catalan Futurism and Marinetti's Visit to Barcelona (1928), International Yearbook of Futurism Studies 3: 211-42 (appendix 243-47).

2010 *The Popular Avant-Garde*, Avant-Garde Critical Studies 25, Amsterdam and New York: Editions Rodopi.

Percentage of Time Devoted to LAS: 100%

Distinctions: Honorable Mention, Northeast Modern Languages Association (NeMLA) Book Award, 2012.

SPEARS-BUNTON, Linda

Year of Appointment/Experience: 1993

Title/Department: Professor, English Education

Tenure Status: Tenured

Education: B.A., English and History, 1970; M.A., English and Education, 1971; Ed.D., English Education, 1992.

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-2); French (S-2)

Research/Teaching Specialization: Language, literature, literacy and culture, reading, Africana studies, Caribbean authors

Field Research Experience: Grenada, Morocco

Percentage of Time Devoted to LAS: 50%

STACK, John F.

Year of Appointment/Experience: 1976

Title/Department: Director, School of International and Public Affairs; Associate Dean, College of Arts & Sciences; Professor, Politics and International Relations

Tenure Status: Tenured

Education: A.B., Stonehill College, 1972; M.A., University of Denver, International Studies, 1974; Ph.D., University of Denver, International Studies, 1977; J.D., University of Miami, Law, 1989.

Number of Theses Supervised During Past 5 Years: 4

Research/Teaching Specialization: World politics, transnational relations, interdependence, international organizations; ethnic politic, political, social, and economic dimensions of ethnicity in the United States, Western Europe, and the developing world; public law, American constitutional law, administrative law, transnational and comparative law, conflicts of law

Selected Publications:

2011 Globalization: Debunking the Myths (2nd edition, with L. Hebron). Saddle River: NJ: Pearson/Prentice Hall Publishers.

2011 Courts and Terror, Nine Nations Balance Liberty and Security (ed. with Mary L. Volcansek). New York: Cambridge University Press.

Percentage of Time Devoted to LAS: 25%

STEPHENS, Dionne

Year of Appointment/Experience: 2008

Title/Department: Assistant Professor, Psychology

Tenure Status: Tenure-track

Education: M.A., University of Buffalo, American Studies, Women's Studies, 1998; Ph.D., University of Georgia, Child and Family Development, 2003.

Research/Teaching Specialization: Global psychology, psychology of women, violence against women, global health disparities, psychology of health, acculturation processes

Selected Publications:

In Press Masculinity Scripts and Heterosexual Hispanic College Men's Perceptions of Female-Initiated Sexual Coercion (with A. Eaton), *Psychology of Men and Masculinity*.

2013 Cultural Values Influencing Immigrant Haitian Mothers' Decision to Vaccinate Daughters against Human Papillomavirus (HPV) (with T. L. Thomas), *The Journal of Black Psychology* 39: 168-180.

2012 The Role of Skin Color on Hispanic Women's Perceptions of Attractiveness (with P. Fernandez), *Hispanic Journal of Behavioral Sciences* 34: 77-94.

2012 Ni pardo, ni prieto: The Influence of Parental Skin Color Messaging on Emerging Adult Hispanic Women's Dating Beliefs (with P. Fernandez & E. Richman), *Women & Therapy: Special Issue on Latinas and Latin America*.

2011 Hispanic Women's Expectations of Campus-based Health Clinics Addressing Sexual Health Concerns (with T. L. Thomas), *American Journal of Sexuality Education* 6: 260-280.

Percentage of Time Devoted to LAS: 25%

Distinctions: Summer Institute Fellow, American Psychological Association, Office of Ethnic and Minority Affairs, 2013; Institute for Feminist Academics Psychologists Fellowship, 2012; FIU Online Learning Department Exemplary Course Award, 2011; Andrew W. Mellon Foundation and Wolfsonian Museum Teaching Gallery Award, 2011; FIU Office of the President Top Scholar Faculty Scholarship; National Cancer Institute/National Institute on Drug Abuse Advanced Training Institute in Health Behavior Theory Fellowship, 2010.

STEPICK, Alex

Year of Appointment/Experience: 1981

Title/Department: Professor, Anthropology; Director, Immigration and Ethnicity Institute

Tenure Status: Tenured

Education: B.A., University of California, Santa Cruz, Anthropology, 1970; Ph.D., University of California, Irvine, Social Sciences, 1974.

Number of Theses Supervised During Past 5 Years: 6

Languages: Spanish (S-5), French (S-4), Haitian Creole (S-5), German (S-4)

Research/Teaching Specialization: Immigration, ethnicity, urban anthropology, adaptation and integration of Haitians in South Florida

Field Research Experience: Haiti, Mexico

Selected Publications:

2013 Crossing the Water and Keeping the Faith: Haitian Religion in Miami (with T. Rey). New York: NYU Press.

2010 Complexities and Confusions of Segmented Assimilation (with C. D. Stepick), *Ethnic & Racial Studies* 33 (7).

Percentage of Time Devoted to LAS: 100%

Distinctions: Fulbright Fellow, Institut für Europäische Ethnologie, Humboldt Universität zu Berlin, Germany, 2008-09; Choice Outstanding Academic Title, Social & Behavioral Sciences for Immigrant Faiths: Transforming Religious Life in America. Edited with K. Leonard, M. Vasquez and J. Holdaway. AltaMira Press, 2006.

SURIS, Carlos

Year of Appointment/Experience: 1993

Title/Department: Instructor; Faculty Supervisor of Student Academic Services, Journalism and Mass Communication

Tenure Status: Non-tenure-track

Education: B.A., University of Miami, Music, 1975; M.A., University of Akron, Music History, 1979; M.L.S., University of South Florida, Library and Information Science, 1994.

Number of Theses Supervised During Past 5 Years: 6

Languages: Spanish (S-5)

Research/Teaching Specialization: Journalism, Spanish journalism, mass media and society

Field Research Experience: Latin America

Percentage of Time Devoted to LAS: 50%

SZUCHMAN, Mark

Year of Appointment/Experience: 1976

Title/Department: Professor Emeritus, History

Tenure Status: Tenured

Education: B.A., Brandeis University, History, 1969; M.A., University of Texas-Austin, History, 1971; Ph.D., University of Texas-Austin, History, 1976.

Number of Theses Supervised During the Past 5 Years: 15

Languages: Spanish (S-5), Portuguese (S-3)

Research/Teaching Specialization: Family history, urban nineteenth and twentieth-century history, Argentine history, state-building

Field Research Experience: Argentina, Uruguay, Venezuela, Dominican Republic, Brazil, Mexico

Selected Publications:

2010 Cambio de límites. En búsqueda de la familia histórica, in D. Celton et al. (ed.), Poblaciones históricas. Fuentes, métodos y líneas de investigación. Córdoba, Argentina: Asociación Latinoamericana de Población.

Percentage of Time Devoted to LAS: 100%

TAFARI, Ida

Year of Appointment/Experience: 1998

Title/Department: Adjunct Professor, Anthropology

Tenure Status: Non-tenure-track

Education: B.A., SUNY, Buffalo, Anthropology, 1970; Ph.D., University of Washington, Physical Anthropology, 1972; Ph.D., SUNY Buffalo, Anthropology, 1993; M.P.H., University of Miami, Epidemiology and Public Health, 2004.

Number of Theses Supervised During Past 5 Years: 3

Languages: French (S-2), Swahili (S-2)

Research/Teaching Specialization: Medical anthropology, ethnomedicine, biological and cultural adaptations, cultural anthropology, anthropology and art, applied anthropology, urban anthropology, anthropological advocacy, African/Caribbean diasporas

Field Research Experience: Caribbean

Research/Teaching Specialization: Protection of human research subjects, HIV risk behavior and acceptance of HIV testing among young African Americans, ethnographic data, transcription of ethnographic and structured interview data, civic participation and conflict resolution

Percentage of Time Devoted to LAS: 100%

Distinctions: Founding Member of the African Indigenous Knowledge Group (AIK) at Florida International University

TARDANICO, Richard

Year of Appointment/Experience: 1987

Title/Department: Associate Professor, Sociology

Tenure Status: Tenured

Education: B.A., University of California, Berkeley, Psychology, 1972; Ph.D., John Hopkins University, Sociology, 1979.

Languages: Spanish (S-5)

Research/Teaching Specialization: Comparative political sociology, political economy of development and change, gender issues, comparative urban sociology, Latin America in the world political economy

Field Research Experience: Mexico, Costa Rica, El Salvador, Honduras, Panama

Percentage of Time Devoted to LAS: 100%

TORRES, Constantino Manuel

Year of Appointment/Experience: 1984

Title/Department: Professor Emeritus, Art History

Tenure Status: Tenured

Education: B.A., University of Miami, Art History, 1973; B.F.A., Florida International University, 1976; M.A., University of New Mexico, Art History, Pre-Columbian Art & Architecture, 1976; Ph.D., University of New Mexico, Art History, Pre-Columbian Art & Architecture, 1982.

Number of Theses Supervised During Past 5 Years: 3

Languages: Spanish (S-4)

Research/Teaching Specialization: Art and archaeology of psychoactive plant use in the Central Andes, art and shamanism, pre-Columbian art of the Andes, pre-Columbian art of Mesoamerica

Field Research Experience: Andes, Chile, Argentina, Spain

Percentage of Time Devoted to LAS: 100%

TORRES-POU, Joan

Year of Appointment/Experience: 1997

Title/Department: Professor, Modern Languages

Tenure Status: Tenured

Education: B.A., Universitat Central de Barcelona, Spanish Language and Literature, 1982; B.A., Universitat Central de Barcelona, Catalan Literature, 1985; M.A., Rutgers University, Spanish, 1987; Ph.D., Rutgers University, Spanish-American Literature, 1990.

Number of Theses Supervised During the Past 5 Years: 2

Languages: Spanish (S-5), French (S-3), Italian (S-2), Portuguese (S-1), Catalan (S-5)

Research/Teaching Specialization: 19th century narrative, urban novels, orientalism, Latin American and Peninsular Spanish Literatures

Field Research Experience: Spain

Selected Publications:

2013 Asia en la España del siglo XIX: literatos, viajeros, intelectuales y diplomáticos ante Oriente. Amsterdam: Rodopi.

2013 La topología del Viaje a Oriente en las crónicas de Enrique Gómez Carrillo, Chasqui 42 (1): 144-153.

2011 Nuevas aproximaciones al cine hispánico. Migraciones temporales, textuales y étnicas en le bicentenario de las independencias iberoamericanas (1810-2010) (with Santiago Juan-Navarro, eds.) Barcelona: PPU.

2010 Orientalismo: Oriente y Occidente en la literatura y las artes de España e Hispanoamérica. Barcelona: PPU.

Percentage of Time Devoted to LAS: 100%

TRANQUILINO, Armando

Year of Appointment/Experience: 1995

Title/Department: Lecturer, Music; Musical Director, Classically Cuban Concerts

Tenure Status: Tenured

Education: M.M./D.M., Indiana University, Music, 1997.

Languages: Spanish (S-5)

Percentage of Time Devoted to LAS: 25%

Distinctions: First Prize, 16th International Electroacoustic Music Competition, Bourges, France; Cintas Fellowship in Music Composition; Fronhof Gallery Commission, Germany.

UNTERBERGER, Alayne

Year of Appointment/Experience: 2012

Title/Department: Associate Research Director, Center for Labor Research & Studies, Research Institute on Social & Economic Policy

Tenure Status: Non-tenure-track

Education: Ph.D., University of Florida, Medical Anthropology, 2005.

Languages: Spanish (S-5), Portuguese (S-3)

Research/Teaching Specialization: Labor studies, gender, migration, health, political economy

Field Research Experience: Mexico, US, Puerto Rico, Nicaragua

Percentage of Time Devoted to LAS: 25%

Distinctions: Co-Founder, Florida Institute for Community Studies; Recipient, Migrant Clinicians' Network's Sydney Lee Migrant Health Research Award; Recipient, Rural Youth Soccer Association Award; Recipient, Border health Education and Training Centers Program of Excellence Award.

URIBE, Victor

Year of Appointment/Experience: 1993

Title/Department: Associate Professor, History and Law; Chair, History

Tenure Status: Tenured

Education: J.D, Universidad Externado de Colombia, 1983; M.A., University of Pittsburgh, Political Science, 1987; Ph.D., University of Pittsburgh, History, 1993.

Number of Theses Supervised During the Past 5 Years: 5

Languages: Spanish (S-5), French (S-3)

Research/Teaching Specialization: 18th- and 19-century Colombia and Mexico; legal, political and social history

Field Research Experience: Colombia, Mexico, Spain

Selected Publications:

- 2013 Spanish-American Royalism in the Age of Revolution (with R. Silva), *Latin American Research Review* 48.
- 2013 Physical Aggression against Wives and the Law in Spanish America, 1780s-2000s, in R. Salvatore et al., eds.), *Murder and Violence in Modern Latin America*. London: Blackwell-Wiley.
- 2012 Insurgentes de provincia: Tunja, Nueva Granada, y el constitucionalismo en el mundo hispánico en la década de 1810, *Historia y Memoria* 5: 17-48.
- 2012 Abogados e Independencia en la Nueva Granada, in J. M. Pérez Collados (ed.), *Juristas de la Independencia*, Madrid: Editorial Marcial Pons, pp. 159-204.
- 2011 From Exception to Normalcy: Law, the Judiciary, Civil Rights and Terrorism in Colombia, 1984-2004, in M. Volcansek & J. Stack (eds.), *Court and Terror: Democratic Governance and the Role of Law*. Cambridge, UK: Cambridge University Press, pp. 199-223.

Percentage of Time Devoted to LAS: 100%

Distinctions: Chairman, Department of History, FIU, 2013-2017; Founding Director, Colombian Studies Institute, Latin American and Caribbean Center, FIU.

VERNA, Chantalle

Year of Appointment/Experience: 2005

Title/Department: Associate Professor, History and Politics and International Relations; Co-Director, Haitian Studies Program of Excellence, Latin American and Caribbean Center

Tenure Status: Tenured

Education: B.A., Tulane University, Political Economy, 1996; M.A., Michigan State University, History/Urban Studies, 2000; Ph.D., Michigan State University, History, 2005.

Number of Theses Supervised During the Past 5 Years: 11

Languages: Spanish (S-3), French (S-3), Haitian Creole (S-4), Portuguese (S-1)

Research/Teaching Specialization: Haiti, Latin America and Caribbean, United States and the world, inter-American relations, internationalism, decolonization and development, international migration and transnationalism, African diaspora

Field Research Experience: Haiti, France

Selected Publications:

In Press Haiti and the Uses of America, 1930-1957. Ithaca: Cornell University Press.

In Press Haiti, UNESCO, and the Rockefeller Foundation: A Pilot Project in International (Under)Development, 1947-1950, Diplomatic History

2011 Haitian Migration and Community-Building in Southeastern Michigan, 1966-1998, in Geographies of the Haitian Diaspora (R. Ostine-Jackson, ed.), New York, London: Routledge.

2011 The Ligue Feminine d'Action Sociale: An Interview with Paulette Poujol Oriol [(1926-2011)], Journal of

Percentage of Time Devoted to LAS: 50%

Distinctions: Co-PI, Partner University Fund Award, 2013-2015; FIU School of International and Public Affairs, Morris and Anita Broad Research Fellowship, 2011-2012.

VIGON, María-Mercedes

Year of Appointment/Experience: 2003

Title/Department: Associate Professor, Journalism and Mass Communication; Associate Director, International Media Center

Tenure Status: Tenured

Education: B.S., Universidad Complutense de Madrid, Communication Sciences, 1991; M.A., Universidad Complutense de Madrid, Print Journalism, 1993; M.A., University of Miami, Broadcast Journalism, 1995; Ph.D., University of Miami, Latin American Program, 2003.

Languages: Spanish (S-5); French (S-5)

Research/Teaching Specialization: Journalism practice, training, and impact of new technologies on Latin American democracies and US Spanish-language media

Field Research Experience: Mexico, Nicaragua, Paraguay, Puerto Rico, Spain

Percentage of Time Devoted to LAS: 100%

VILLAR, María Elena

Year of Appointment/Experience: 2007

Title/Department: Associate Professor, Advertising and Public Relations, School of Journalism and Mass Communication

Tenure Status: Tenured

Education: B.A., Columbia University, New York, Economics, 1993; Diploma in Social Health Management, Universidad de Santiago, Chile, 1994; M.P.H., University of Miami, Public Health, 1998; Ph.D., University of Miami, Philosophy, Communication, 2008.

Number of Theses Supervised During Past 5 Years: 25

Languages: Spanish (S-5); French (S-4)

Research/Teaching Specialization: Behavior change among Hispanic populations, communication theory, use of interpersonal communication and new technologies to promote community health and development

Field experience: Chile, Honduras, Panama, Haiti, Colombia

Selected Publications:

- 2013 A Longitudinal Study of Social Capital and Acculturation-Related Stress among Recent Latino Immigrants in South Florida (with M. Concha et al.), *Hispanic Journal of Behavioral Sciences* 35 (4): 469-485.
- 2013 Disparate Health News Frames in English- and Spanish-Language Newspapers in Two US Cities (with Y. Bueno), *Howard Journal of Communications* 24 (1).
- 2013 Climate Change Coverage in Spanish-Language US Newspapers: Does Language Change the Message? (with J. Pinto), *Journal of Spanish Language Media* 6: 42-60.
- 2012 Health Beliefs and Attitudes of Latino Immigrants: Rethinking Acculturation as a Constant (with M. Concha & R. Zamtuh), *Journal of Immigrant and Minority Health* 14 (5): 885-889.
- 2012 Constructing Climate Change in the Americas: An Analysis of News Coverage in US and South America Newspapers (with R. Zamith & J. Pinto), *Science Communication* 35 (3): 334-357.

Percentage of Time Devoted to LAS: 75%

Distinctions: FIU Top Scholar, 2012.

VIRTUE, John

Year of Appointment/Experience: 1989

Title/Department: Director, International Media Center, School of Journalism and Mass Communication

Tenure Status: Non-tenure-track

Education: B.J., Carleton University, Ottawa, Canada, Journalism, 1957.

Languages: Spanish (S-4), Portuguese (S-3)

Research/Teaching Specialization: Latin American journalism, ethics in journalism

Field Research Experience: Brazil, Venezuela, Mexico, Puerto Rico

Selected Publications:

- 2012 The Black Soldiers Who Built the Alaska Highway: A History Four US Army Regiments in the North, 1942-43. Jefferson, NC: McFarland Publishing.

Percentage of Time Devoted to LAS: 100%

VON GLINOW, Mary Ann

Year of Appointment/Experience: 1993

Title/Department: Knight-Ridder Eminent Scholar Chair in International Management; Director, Center for International Business Education and Research (CIBER)

Tenure Status: Tenured

Education: B.A., Bradley University, Political Science, 1971; M.A., Ohio State University, Public Administration, 1975; M.B.A., Ohio State University, 1976; Ph.D., Ohio State University, Organizational Behavior, 1978.

Number of Theses Supervised During the Past 5 Years: 4

Languages: French (S-2), Spanish (S-3)

Research/Teaching Specialization: International organizational behavior, international human resource management

Field Research Experience: Asia, Latin America

Selected Publications:

2012 Reflections on the Evolving Terrorist Threat to Luxury Hotels: A Case Study of Marriott International (with D. Wernick), *Thunderbird International Business Review*.

2011 When Transgressing Leaders Are Punitively Judged: An Empirical Test (with D. L. Shapiro, et al.), *Journal of Applied Psychology* 96 (2): 412-422.

2010 Conflict, Security and Political Risk: International Business in Challenging Times (with W. Henisz and E. Mansfield, E.), *Journal of International Business Studies* 41 (5): 759-764.

Percentage of Time Devoted to LAS: 50%

Distinctions: President, Academy of International Business, 2010-12; Vice President and Program Chair, Academy of International Business, 2006; Consulting Editor, *Journal of International Business Studies*; U.S. Department of Education Grant, 1998-2010.

VONO, Augusta

Year of Appointment/Experience: 2003

Title/Department: Senior Instructor, Modern Languages; Director, Portuguese Program and Brazil Study Abroad Program

Tenure Status: Non-tenure-track

Education: B.A., Pontificia Universidade Católica de Minas Gerais, Brazil, Portuguese and English; M.A., Universidade Federal de Minas Gerais, Brazil, Portuguese and English.

Languages: Portuguese (S-5), Spanish (S-4), Italian (S-3), German (S-4)

Research/Teaching Specialization: Portuguese language acquisition, cross-cultural approaches in second language acquisition, Brazilian literature, literary theory

Field Research Experience: Brazil

Pedagogy Training: FIU Foreign Language Teaching Methods Course; FIU Teaching Practicum; Center for the Advancement of Teaching Training Workshop Series; ACTFL Workshop; Various Foreign Language Pedagogy Webinars; K-12 Language for Business Workshop; Teaching Portuguese to Heritage Speakers Pedagogy Workshop; CELPE-Bras Certification Workshop; IFLE International Conference on Language Teacher Education

Percentage of Time Devoted to LAS: 100%

Distinctions: Order of Rio Branco, 2013, Brazil's presidential award for contributions to Brazilian culture; Brazilian International Press Award for contributing to the spread of the Portuguese language and Brazilian culture in the United States, 2010; FIU Faculty Research Award, 2010; CIBER Research Associate, 2010; CELPE Bras Certified Portuguese Language Proficiency Test Administrator; Member, TESOL; South Florida Irish Studies Consortium; AATSP; BACCF; SIPLE.

VON WETTBERG, Eric

Year of Appointment/Experience: 2010

Title/Department: Assistant Professor, Biological Sciences

Tenure Status: Tenure-track

Education: B.A., Swarthmore College, Biology, 1999; Ph.D., Brown University, Ecology and Evolution, 2007.

Number of Theses Supervised During the Past 5 Years: 4

Number of Dissertations Supervised During the Past 5 Years: 2

Languages: Danish (S-2)

Research/Teaching Specialization: Evolution, ecology, population genetics, conservation, agriculture

Field Research Experience: Belize, Jamaica, Bahamas, Dominican Republic

Selected Publications:

- 2013 More Cells, Bigger Cells or Simply Reorganization? Alternative Mechanisms Leading to Changed Internode Architecture under Contrasting Stress Regimes (with H. Huber and J. de Brouwer), *New Phytologist*.
- 2011 Genomic Approaches to Understanding Adaptation (with J. Wright), in N. Rajakaruna and S. P. Harrison (eds.), *Serpentine, A Model for Evolution and Ecology*, University of California Press.
- 2011 Sinking Ships: Conservation Options for Endemic Taxa Threatened by Sea Level Rise (with J. Maschinski et al.), *Climatic Change* 107: 147-167.
- 2010 Sweet Drinks Are Made of This: Conservation Genetics of an Endemic Palm Species from the Dominican Republic (with S. Namoff et al.), *Journal of Heredity* 102: 1-10.

Percentage of Time Devoted to LAS: 25%

Distinctions: HHMI faculty scholar, 2012-2013; Broad Foundation Fellow, 2012; Visiting Researcher Ecole Supérieure Agronomique de Toulouse, 2011; NIH NRSA Fellow, 2007-2009; EPA STAR Fellow, 2004-2007; Fulbright Scholar, 1999-2000.

WALTER, Maureen

Year of Appointment/Experience: 2010

Title/Department: Instructor, Biology

Tenure Status: Non-tenure-track

Percentage of Time Devoted to LAS: 25%

WATSON, Maida

Year of Appointment/Experience: 1973

Title/Department: Professor, Modern Languages

Tenure Status: Tenured

Education: B.A., Agnes Scott College, 1966; M.S., Florida International University, Finance, 1987; Ph.D., University of Florida, Latin American Literature and History, 1976.

Number of Theses Supervised During the Past 5 Years: 3

Languages: Spanish (S-5) French (S-4)

Research/Teaching Specialization: 19th-century Peruvian literature, Spanish Latin American culture, Latin American theater, Latin American short story, Panamanian literature

Field Research Experience: Panama, Cuba, Peru

Selected Publications:

- 2012 Casa, mujer y nación en la trilogía Maramargo: El último juego, Lobos al anochecer, El jardín de las cenizas, Antípodas 23: 73-82.
- 2012 Historia viva de Panamá en los versos de 10 mujeres. Panama: Asamblea Nacional de Panamá and Editorial Fuga.
- 2011 Mujeres en la literatura panameña, in M. Kufker (ed.), Mujeres en las artes de Panamá en el siglo XX. Panama: Instituto Nacional de Cultura.
- 2011 Specialized Languages in the Global Village: A Multi-Perspective Approach (with C. Pérez). Newcastle Upon Tyne, UK: Cambridge Scholars Publishing.
- 2010 Languages for Business: A Global Approach (with Carmen Pérez Llantada). Spain: Universidad de Zaragoza.

Percentage of Time Devoted to LAS: 100%

Distinctions: National CIBER Languages and Business Award

WEIR-SOLEY, Donna

Year of Appointment/Experience: 1999

Title/Department: Assistant Professor, English and African and African Diaspora Studies

Tenure Status: Tenure-track

Education: M.A., Hunter College, City University of New York, English, 1993; Ph.D., University of California, Berkeley, Literatures in English, 2000.

Research/Teaching Specialization: Caribbean literature, postcolonial studies, African American literature, gender studies, cultural studies, comparative working-class women's literature, Black British literature, literature on immigrant experience(s)

Selected Publications:

- 2010 Caribbean Erotic: An Anthology of Poetry, Essays and Short Stories from the Anglophone, Francophone and

Percentage of Time Devoted to LAS: 25%

WERNICK, David

Year of Appointment/Experience: 2001

Title/Department: Senior Lecturer, Management and International Business; R. Kirk Landon Teaching and Student Engagement Fellow

Tenure Status: Non-tenure-track

Education: B.A., Tulane University, Political Science; M.A., Florida International University, International Studies, 1993; Ph.D., Florida International University, Business Administration.

Languages: Spanish (S-2)

Research/Teaching Specialization: Latin America and the Caribbean, impact of terrorism and counter-terrorism security regulations on international business, international trade, regional economic integration

Field Research Experience: Guatemala

Selected Publications:

2012 Reflections on the Evolving Terrorist Threat to Luxury Hotels: A Case Study of Marriott International (with M. A. Von Glinow), Thunderbird International Business Review.

Percentage of Time Devoted to LAS: 50%

WHITMAN, Dean

Year of Appointment/Experience: 1993

Title/Department: Associate Professor, Earth & Environment

Tenure Status: Tenured

Education: B.A., University of California, Berkeley, Geophysics, 1984; Ph.D., Cornell University, Geophysics/Seismology, 1993.

Number of Theses Supervised During Past 5 Years: 6

Languages: Spanish (S-4)

Research/Teaching Specialization: Remote sensing, geographic information systems, geophysics, regional tectonics

Field Research Experience: Andes, Peru, Bolivia, Florida

Selected Publications:

2013 Electrical Resistivity Characterization of Anisotropy in the Biscayne Aquifer (with A. Yeboah-Forson), Groundwater, doi: 10.1111/gwat.12107, 2013

Percentage of Time Devoted to LAS: 25%

WILKINS, Mira

Year of Appointment/Experience: 1974

Title/Department: Professor, Economics

Tenure Status: Tenured

Education: B.A., Harvard University, 1953; Ph.D., Cambridge University, England, 1957.

Number of Theses Supervised During the Past 5 Years: 3

Languages: Spanish (S-2), French (S-1)

Research/Teaching Specialization: Multinational corporations, foreign investment

Field Research Experience: Latin America

Selected Publications:

2011 Multinational Enterprise in Insurance: An Historical Overview Ford, in P. Buckley (ed.), Business History and International Business. London: Routledge.

Percentage of Time Devoted to LAS: 50%

Distinctions: Guggenheim Fellowship; Business History Conference's Lifetime Achievement Award; FIU Presidential Award for Research Scholarship; FIU Outstanding University Professor Award; Awards for best articles in Business History Review and Business History; Fellow of the Academy of International Business.

WILLIAMS, Gayle

Year of Appointment/Experience: 2007

Title/Department: Librarian, Latin American and Caribbean Information Services

Tenure Status: Non-tenure-track

Education: B.A., Oklahoma State University, Humanities, 1975; M.S., University of Texas at Austin, Library Science, 1977; M.A., University of New Mexico, Latin American Studies, 1990.

Languages: Spanish (S-3), Portuguese (S-3), French (S-2)

Research/Teaching Specialization: Latin American librarianship and library resources, Latin American cinema, Brazilian literature, international resource sharing

Field Research Experience: Argentina, Bolivia, Brazil, Guatemala, Puerto Rico, Trinidad, Tobago

Percentage of Time Devoted to LAS: 100%

Distinctions: Chair, Advisory Committee, Latin Americanist Research Resources Project (LARRP), 2009-2013; Co-Director, Digital Library of the Caribbean, U.S. Department of Education, Technological Innovation and Cooperation for Foreign Information Access Grant, 2007-09, 2009-13

WILLUMSEN, Maria

Year of Appointment/Experience: 1984

Title/Department: Associate Professor, Economics

Tenure Status: Tenured

Education: B.A., Faculdade de Economia de Apurcarana, Brazil, Economics, 1967; M.A., Universidade de São Paulo, Economics, 1976; M.S., Cornell University, 1982; Ph.D., Cornell University, Economics, 1984.

Number of Theses Supervised During Past 5 Years: 8

Languages: Portuguese (S-5), Spanish (S-5), German (S-5), French (S-2), Italian (S-2)

Research/Teaching Specialization: Development economics, macromodeling, economics of Latin America, regional economics

Field Research Experience: Brazil

Selected Publications:

2010 Economic Reform, Informal-Formal Sector Linkages and Intervention in the Informal Sector in Developing Countries: A Paradox (with H. Arvin-Rad & A. K. Basu), *International Review of Economics and Finance* 19: 662-670.

Percentage of Time Devoted to LAS: 100%

WOOLDRIDGE, Brooke

Year of Appointment/Experience: 2008

Title/Department: Program Director, Digital Library of the Caribbean

Tenure Status: Non-tenure-track

Education: B.A., Greensboro College, Spanish and Business Administration, 2002; M.A., Florida International University, Latin American and Caribbean Studies, 2007.

Languages: Spanish (S-3), Portuguese (S-2), Creole (S-2)

Selected Publications:

2013 Scholarly Publishing in the Digital Library of the Caribbean (dLOC) (with L. Taylor, et al.), *Library Publishing Toolkit*.

Percentage of Time Devoted to LAS: 100%

WRIEDEN, John Anthony

Year of Appointment/Experience: 1983

Title/Department: Distinguished Senior Lecturer, Business

Tenure Status: Tenured

Education: B.A., George Washington University, International Business; M.B.A, George Washington University, International Business; J.D., George Mason University, Law.

Research/Teaching Specialization: Legal environment of business, international business law, employment law and public policy, international trade law issues

Field Research Experience: Jamaica, Spain, France, United Kingdom, Italy, Netherlands, Germany

Percentage of Time Devoted to LAS: 25%

Distinctions: Fulbright Senior Scholar, Comparative International Business Law, Germany; Member, Academy of Legal Studies in Business, International Section; Member, Board of Directors, Florida Delegation, Southeast US/Japan Association; Twice named Professor of the Year by Chapman Graduate Student Association; Best Professor Executive MBA and International MBA; Arbitration, International Commercial Disputes; Invited member, National Panel of Arbitrators, American Arbitration Association.

WUAKU, Albert K.

Year of Appointment/Experience: 2006

Title/Department: Assistant Professor, Religious Studies

Tenure Status: Tenure-track

Education: B.A., University of Ghana, Religious Studies, 1989; M.A., McMaster University, Canada, Religious Studies, 1995; Ph.D., University of Toronto, Religious Studies, 2004.

Languages: Yoruba (S-1)

Research/Teaching Specialization: African religions, Caribbean religions, religious ethnography, African Islam and Christianity, sociology of religion, Rasta, Vodou, Santeria, sacred text

Number of Theses Supervised During Past 5 Years: 2

Selected Publications:

2010 Constructing Images of India and Producing Hindu Spiritual Power in Popular Ghanaian Religious Discourse. *Journal of the American Academy of Religion*.

2010 Hinduizing from the Top, Indigenizing from Below: Localizing Krishna Rituals in Ghana, *Journal of Religion in Africa*.

Percentage of Time Devoted to LAS: 25%

Distinctions: Florida International University Faculty Summer Research Award, 2008.

YAVAS, Mehmet

Year of Appointment/Experience: 1997

Title/Department: Professor, English

Tenure Status: Tenured

Education: B.A., English, Atlantic University, 1970; M.Phil., Linguistics, University of Kansas, 1978; Ph.D., University of Kansas, 1980.

Number of Theses Supervised During Past 5 Years: 6

Languages: Portuguese (S-3), Spanish (S-3), Haitian Creole (S-4)

Research/Teaching Specialization: Phonetics, first and second language phonology, phonological disorders, bilingual phonology and code-switching

Field Research Experience: Brazil, UK, Malta

Selected Publications:

2011 Acquisition of /s/ Clusters: Are Bilinguals Different from Monolinguals? *Clinical Linguistics and Phonetics* 25 (11).

2010 Acquisition of #SC Onsets in Spanish-English Bilingual Children with Phonological Disorders. *Clinical*

Percentage of Time Devoted to LAS: 25%

Distinctions: Fulbright Grant to teach and conduct research at the University of Malta; Visiting fellow at the School of Speech Pathology at Leicester Polytechnic, U.K.

ZAMUDIO, Sally

Year of Appointment/Experience: 2013

Title/Department: Outreach and Public Engagement Coordinator, Latin American and Caribbean Center

Tenure Status: Non-tenure-track

Education: M.A., Florida International University, Latin American and Caribbean Studies, 2004.

Languages: Spanish (S-5), Portuguese (S-5)

Field Research Experience: Brazil, Mexico, Argentina, Peru

Percentage of Time Devoted to LAS: 100%

ZDANOWICZ, John

Year of Appointment/Experience: 1989

Title/Department: Professor, Finance

Tenure Status: Tenured

Education: B.S., Rochester Institute of Technology, Business, 1966; M.B.A., Michigan State University, Finance, 1968; Ph.D., Michigan State University, Finance, 1971.

Number of Theses Supervised During Past 5 Years: 2

Research/Teaching Specialization: Transfer pricing, international price discrimination, international trade analysis, money laundering through international trade, corporate financial management, business valuation

Field Research Experience: Brazil, India, Western Europe

Selected Publications:

2010 How Dangerous Are Measurement Errors to Homeland Security? (with D. R. Chambers, et al.),
Thunderbird International Business Review 52 (no. 6).

Percentage of Time Devoted to LAS: 25%

Distinctions: Center for International Business, Education and Business Research (CIBER) grant, 2011-2012

Appendix C: FIU Courses with 25%+ LAC Content 2014-18

Course Number	LACC Undergraduate Course List - Course Title/Description	LAC Content	Credit Hours	12-13 Offered	12-13 Enrollment	13-14 Offered	14-15 Planned	14-15 NRC Funded	15-18 Planned
African and African Diaspora Studies									
AFA 2004 Interdisciplinary Global Learning New	Black Popular Culture: Global Dimensions In-depth examination of key issues including black popular cultures in global perspectives with a focus on historical processes, race, racialization, gender, sexuality, language, religion and identity. Includes material from religious studies, music, art, sociology, anthropology, and history. Course contains less than 100% LAC content.	25%	3	X	157	X	X		X
AFA 4241 Interdisciplinary New	The African Diaspora in Latin America A survey within different and specific Latin American contexts, of the major characteristics of communities of African diaspora in Central America, the Spanish-speaking Caribbean, and South America. Includes material from religious studies, linguistics, politics, economics, sociology, anthropology, and history.	100%	3	X	8	X			X
AFA 4247 Interdisciplinary Global Learning New	Latin America and the Caribbean in Africa: South-South Interactions Introduction to the historical and dynamic relationships that have unfolded since the 1500s between Latin America and the Caribbean and Sub-Saharan Africa. Includes material from history, sociology, international relations, economics, anthropology.	100%	3	X		X	X		X

AFA 4370 Interdisciplinary Global Learning New Online	Global Hip Hop Examines the global, trans-national and Africana dimensions of Hip Hop. Includes material from music, art, and history. Course contains less than 100% LAC content.	25%	3	X	125	X	X		X
AFA 5932 Interdisciplinary	African Diaspora Identities Provides the opportunity to reflect intellectually upon the great diversity of black subjectivities and African Diaspora communities and experiences. Includes material from history, religious studies, sociology and anthropology.	100%	3	X					X
AFA 6245 Interdisciplinary New	The African Diaspora in Latin America Introduces students to the historical, socio-economic and political realities of African diasporic communities in their national and international contexts. Includes material from politics, history, sociology, and anthropology.	100%	3	X	8				X
AFA 6920 Interdisciplinary	History of the African Diaspora Examines the history of the African Diaspora, providing in-depth analysis of the dynamics and impact of migration. Uses 75% LAC case studies. Includes material from history, political science, international relations, sociology and anthropology. Course contains less than 100% LAC content.	75%	3	X	5	X	X		X
AFH 5935 Interdisciplinary	African Diaspora and Atlantic Slave Trade Topics include slavery in Africa and the Diaspora, as well as, Diasporic religion, kinship, gender, sexuality, language, resistance, and creolization. Includes material from religious studies, sociology, arts, anthropology, political science, international relations, and history.	100%	3						X

Anthropology										
ANG 5093	Research methods and design: Logic and procedures in conceptualizing and conducting empirical social research. Emphasizes the relationship of research design and methods to theoretical perspectives. Prerequisites: Graduate standing or permission of the instructor. Course contains less than 100% LAC content.	25%	3							X
ANG 5397 Interdisciplinary	Advanced African Diaspora Cultures and Performativity Examines different approaches adopted by African Diaspora, studies scholars in social and cultural anthropology, and recent theoretical texts and debates in Performance Studies. Uses 75% LAC case studies. Includes material from sociology and anthropology. Course contains less than 100% LAC content.	75%	3							X
ANG 5403 Interdisciplinary	Ecological Anthropology Theories of human adaptation, including environmental determinism, possibilism, cultural ecogym materialism, and evolutionary ecology. Uses 25% LAC case studies. Includes material from environmental studies and anthropology. Course contains less than 100% LAC content.	25%	3							X
ANG 6339	Seminar on Latin America Analysis of Latin American cultures and classes using case studies. Students read a series of anthropological or sociological works and discuss them in a seminar format.	100%	3					X		X

ANG 6472 Interdisciplinary	Anthropology of Globalization Examination of global economic, political, and cultural processes including movements of people, commodities, and capital. Study of formation of identities, consumption practices, and gender dynamics. Includes material from politics, sociology, and anthropology. Course contains less than 100% LAC content.	25%	3	X	7	X	X		X
ANG 6473	Diasporas, Migration, and Globalization Examines a variety of theories of Diaspora that have proliferated during the last few decades, as the concept relates to processes of transnational migration and globalization. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3	X	20	X			X
ANG 6480	Ethnohistorical Methods Ethnohistorical research methods enable the compilation and analysis of a wide array of data sources for the production of sociocultural theories, histories, processes and contexts. Course contains less than 100% LAC content.	25%	3	X	9	X	X		X
ANT 2410 New	Introduction to Cultural Anthropology Provides an overview of cultural anthropology, emphasizing the processes by which humans constitute themselves culturally through interplays of individual and society around the world. Course contains less than 100% LAC content.	25%	3						X

ANT 3034	Anthropological Theories: This course examines the process of theory building and explanation in the social sciences, and outlines the historical and philosophical foundations of anthropological thought. Theorists and schools of thought reviewed include Darwin and evolution; Boas and historical particularism; Freud and culture and personality; and Malinowski and functionalism. Course contains less than 100% LAC content.	50%	3	X	145	X	X	X
ANT 3212 Global Learning	World Ethnography Introduces students to ethnography, or the art of writing culture. Compare and contrast cultures through ethnographic reading, writing, and critiques. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	218	X	X	X
ANT 3241 Interdisciplinary Global Learning	Myth, Ritual, and Mysticism Surveys anthropological approaches to the study of myth, ritual, and mysticism, as religious and symbolic systems. Uses 75% LAC case studies. Includes material from religion, sociology, psychology, and anthropology. Course contains less than 100% LAC content.	75%	3	X	1625	X	X	X
ANT 3302	Anthropology of Sex and Gender Utilizes cross-cultural ethnographic data to examine the enculturation of sex roles, attitudes and behavior; cultural definitions of maleness and femaleness; varieties of human sexual awareness and response. Uses 50% cross-sectional Latin American data. Course contains less than 100% LAC content.	50%	3	X	48	X	X	X

ANT 3304	Voices of Third World Women Deals with the literature in the social sciences and humanities written by women of the Third World or others who have recorded their testimony. Course contains less than 100% LAC content.	25%	3	X	63	X	X		X
ANT 3451	Race and Ethnicity Considers ethnicity and concepts of race in cross-cultural perspective with emphasis on the historical and cultural construction of identity, intercultural relationships, and social stratification. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3	X	532	X	X		X
ANT 3467	Food and Culture Introduction to the anthropology of food: European conquest of the New World, theories of famine, the industrial food system, food and nationalism, the organic food movement. Course contains less than 100% LAC content.	25%	3						X
ANT 3640 Interdisciplinary	Language and Culture Examines the relationship between language and culture; linguistic structuring of perception and culture; speech styles and their relationship to identities and inequalities; and the politics of bilingualism and multilingual nations. Uses 50% LAC case studies. Includes material from international relations, sociology, linguistics, and anthropology. Course contains less than 100% LAC content.	50%	3						X
ANT 3780	Anthropology of Brazil Anthropological perspective on Brazilian society and culture. Covers classic and contemporary studies of Brazil including such topics as race, ethnicity, national identity, regionalism, and social organization.	100%	3						X

ANT 4164 New	Inca Civilization A survey of Andean culture history with emphasis on Inca and pre-Inca civilizations. Includes discussion of peopling of South America, habitats, and the transition from foraging to village settlements, and the rise of indigenous empires.	100%	3							X
ANT 4305	Coastal Cultures Introduces students to the anthropological study of coastal and maritime societies, their folklore, and particular cultural adaptations by examining ethnographic examples from around the world. Course contains less than 100% LAC content.	25%	3							X
ANT 4306 Interdisciplinary	The Third World An interdisciplinary, cross-cultural survey of the factors contributing to the emergence of the Third World. Significant political, economic, pan-national and pan-ethnic coalitions are analyzed. Includes material from politics, anthropology, economics, and sociology. Course contains less than 100% LAC content.	25%	3	X	42			X		X
ANT 4324 Interdisciplinary	Mexico An interdisciplinary examination of the major social, cultural, economic, and political factors contributing to the transformation from the Aztec empire to colonial society to modern Mexico. Includes material from history, sociology, economics, politics, and anthropology.	100%	3							X
ANT 4328 Interdisciplinary	Maya Civilization A survey of the culture and intellectual achievements of the ancient Maya civilization of Mesoamerica. Includes material from history and social-political structure, archaeology, agriculture and city planning, mathematics, hieroglyphics, astronomy, and calendars.	100%	3							X

ANT 4330 Interdisciplinary	Contemporary Maya Cultures Studies the Maya cultures of Mexico and Central America from the Conquest to the present. Investigates the political, social, economic, religious, and cultural life of contemporary Maya peoples. Includes material from history, politics, sociology, economics, religious studies and anthropology.	100%	3									X
ANT 4332	Latin America Examines cultures and societies of the Latin American region. Topics may include indigenous and peasant cultures, social movements, urban and global transformations, and class, gender and ethnicity.	100%	3									X
ANT 4334	Contemporary Latin American Women The lives of 20th century Latin American women and gender analysis along class and ethnic dimensions. Discussion of religion, family, gender roles, machismo, and women's roles in socio-political change.	100%	3									X
ANT 4340 Interdisciplinary	Cultures of the Caribbean Provides an overview of cultures and societies of the Caribbean and Circum-Caribbean region. Includes material from history, international relations, sociology, language, and anthropology.	100%	3						X	X		X
ANT 4343 Interdisciplinary	Cuban Culture and Society Examines the culture of contemporary Cuba, the transformations associated with the 1959 Revolution, the impact of international relations, and transnational Cuban communities. Includes material from history, international relations, and anthropology.	100%	3									X

ANT 4397 Interdisciplinary	African Diaspora Cultures and Performativity Examines different approaches of African Diaspora studies in social and cultural anthropology, and recent theoretical texts and debates in Performance studies. Includes material from dance studies, history, sociology, and anthropology.	100%	3							X
ANT 4473 Interdisciplinary Global Learning	Anthropology of Globalization Cross-cultural examination of globalization and of socioeconomic, environmental and political controversies surrounding this mega-trend, including the greening of the global economy. Includes material from international relations, economics, and politics. Course contains less than 100% LAC content.	25%	3	X	51	X	X			X
ANT 6319 Interdisciplinary	African Diaspora, Anthropological Perspectives History and cultures of Africans outside of Africa, with special emphasis on the African experience in the Americas. Includes material from sociology, history, and anthropology.	100%	3				X			X
ANT 6901 Interdisciplinary	Myth, Ritual, and Mysticism Surveys anthropological approaches to the study of myth, ritual and mysticism, as religious and symbolic systems. Uses 75% LAC case studies. Includes material from sociology, psychology, and anthropology. Course contains less than 100% LAC content.	75%	3				X	X		X
ANT 7491	Contemporary Theory in Social Anthropology: Graduate seminar examining current theoretical issues in social anthropology. Prerequisites: SYA 6018 and SYA 6126 or permission of the instructor. Course contains less than 100% LAC content.	50%	3							X

IDS 3333 Global Learning New	Diversity of Meaning: Language, Culture, and Gender This course will explore the areas of language, gender and culture as they influence affect diverse ways of knowing and meaning and making in real and virtual global networks. Course contains less than 100% LAC content.	25%	3	X	176	X	X			X
Architecture										
ARC 3797	Hotels: Miami and La Habana, Cuba at Mid-Century Studies modern hotels constructed in Miami, Miami Beach, and La Habana just prior to the Cuban Revolution.	100%	3	X	4					X
ARC 5798	Hotels: Miami and La Habana, Cuba at Mid-Century Studies modern hotels constructed in Miami, Miami Beach, and La Habana just prior to the Cuban Revolution.	100%	3	X	9	X	X			X
Art and Art History										
ARH 3676	Caribbean Art: Myth and Reality A survey of the contemporary art of the Caribbean with a brief introduction to its early history and a discussion of its complex social structures from country to country.	100%	3				X			X
ARH 3873C	Women in Latin American Art Introduces women in Latin American art from its Pre-Columbian beginnings through the twentieth century. Emphasis will be on painting and sculpture of the twentieth century.	100%	3				X			X
ARH 4450	Modern Art A survey of Modern Art from 1890-1945. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	244	X	X			X
ARH 4470	Contemporary Art A survey of art from 1945 to the present. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	238	X	X			X

ARH 4512 Global Learning	African Diaspora Arts A survey of the origins and transformation of African Diaspora arts, and their regional manifestations across the Americas. It considers the Harlem Renaissance, Hip Hop, and identity politics. Course contains less than 100% LAC content.	50%	3				X	X		X
ARH 4650	Pre-Columbian Art A survey of Pre-Columbian Art from approximately 2000BCE to 1500CE of Mesoamerica, Intermediate area from Honduras to Colombia and the Andes.	100%	3				X			X
ARH 4652 Interdisciplinary	Pre-Columbian Art of the Andes A survey of Pre-Columbian art and architecture. Basic characteristics of technique, style and iconography in relation to Andean socioeconomic, and cultural patterns. Includes material from history, art history, and architecture.	100%	3					X		X
ARH 4653 Interdisciplinary	Mesoamerican Art History . A survey of Mesoamerican Pre-Columbian art and architecture from the Mexican and Mayan territories, 1500BCE to the Conquest. Includes material from history, art history, architecture, and anthropology.	100%	3					X		X
ARH 4662	The Art of Spain and her Colonies Explores art of Spain from 1492 through early 19th century, the encounter between Spain and the Americas after the Conquest, and the art of the colonies.	100%	3					X		X
ARH 4670	20th Century Latin American Art The art of Central and South America and the Caribbean from the 20th century.	100%	3					X		X
ARH 4672	A History of Cuban Art A survey of the visual arts in Cuba (sculpture, painting, and prints) with emphasis on the 20th century.	100%	3	X		49				X

ARH 5663	The Art of Spain and her Colonies Explores art of Spain from 1492 through early 19th century, the encounter between Spain and the Americas after the Conquest, and the art of the colonies.	100%	3						X		X
ARH 5671	Seminar in 20th Century Latin American Art This course will examine the art of the 20th century, in a seminar focusing on painting and sculpture in Europe and America from the end of the 19th century to the present day.	100%	3						X		X
ARH 5675 Interdisciplinary	Graduate History of Cuban Art A study of visual arts of Cuba in the 20th century, within historical, social, and cultural context. Prerequisite: Graduate standing. Includes material from history, art history, sociology, and anthropology.	100%	3	X	1						X
ARH 5677	Caribbean Art: Myth and Reality A survey of the contemporary art of the Caribbean with a brief introduction to its early history and a discussion of its complex social structures from country to country.	100%	3						X		X
ARH 5850	Introduction to Museum Studies: History and Philosophy of Museums Introduces wide range of topics and issues associated with different types of museums. Museums are examined as cultural, political, and educational institutions. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	15				X		X

ARH 5851	Museum Ethics, Policies, and Procedures The legal, ethical status of museums and the obligation to the public regarding their governance, policy making, and financial planning. Includes theoretical and practical discussions with attention to museums. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	11	X	X	X
ARH 5874C	Women in Latin American Art Introduces women in Latin American art from its Pre-Columbian beginnings through the twentieth century. Emphasis will be on painting and sculpture of the twentieth century.	100%	3				X	X
ARH 5881 Interdisciplinary New	Advanced Art and Politics The course explores the political role of art in Europe and Latin America from ancient Greece to the present. It also traces how the idea of the "political" changed from the ancient to modern periods. Includes material from history, art history, politics, and international relations.	100%	3	X	2	X	X	X
ARH 4430 Interdisciplinary	Art and Politics in the Americas An investigation into the interrelationships between art and political issues, with emphasis on the 19th and 20th centuries. Includes material from history, art history, and politics.	100%	3	X	35	X	X	X
ARH 4XXX New	Haitian Art Examines in detail contemporary Haitian art, from the 19th century forward.	100%	3				X	X

ART 3821 Global Learning designated	Visual Thinking 1 Students will utilize the making of art in its capacity as a form of communication and tool for thinking to demonstrate an awareness of the interrelatedness of local, global, international and intercultural issues, trends and systems from an historical and contemporary context. Course contains less than 100% LAC content.	25%	3					X		X
Biological Sciences										
BOT 3663	Tropical Botany How environmental factors affect the distribution of vegetation, and the morphology and physiology of plants in the tropics. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3				X			X
BOT 4402C FLAC	Marine Botany Study of the biology and ecology of seaweeds, seagrasses, and mangroves, with emphasis on South Florida and Caribbean ecosystems. Occasionally taught in Spanish.	100%	3	X	12		X			X
BOT 4684	Taxonomy of Tropical Plants Introduction to higher plant taxonomy, including nomenclature, modern systems of angiosperm classification, and angiosperm evolution. Uses 25% Caribbean plant taxonomy. Course contains less than 100% LAC content.	25%	3				X			X
BSC 4363	Biodiversity in the Caribbean Basin Current Issues on evolution, diversification, and conservation of biota of the Caribbean Basin.	100%	3				X	X		X

MCB 2000 Global Learning	Introduction to Microbiology Basic concepts of microbes as pathogens, food spoilage and fermentative organisms. Microbial relationships to immunology, sanitation, pollution and geochemical cycling. Not applicable for majors in Biological Sciences. Course contains less than 100% LAC content.	25%	3	X	722	X	X	X	
OCB 3043	Marine Biology and Oceanography Introduction to Marine Biology and biological oceanography for majors in Biology and Marine Biology. It will also introduce the basics of physical and biological oceanography and the biology/ecology of the major marine ecosystems. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	190	X	X	X	
OCB 3264	Biology of Coral Reefs Biology of reef animals and reef ecology. Classroom instruction and observation of coral reef and turtle grass communities. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3	X	85	X	X	X	
PCB 3374	Tropical Ecology In-depth survey of tropical climatology, ecological processes characteristic of tropical habitats, and biodiversity and conservation of tropical regions.	100%	3	X	55	X			X

PCB 4467C Global Learning	Marine Protected Areas Provides students with information on biological and sociological concepts as well as methods for the design and management of marine protected areas. Through the analysis of particular cases students will learn about the consequences of management strategies set in divers MPAs. Students are expected to conduct an independent research project of a protected area, particularly on the Caribbean and South Florida regions.	100%	3	X	45	X	X	X
PCB 4674	Evolution A study of the synthetic theory of evolution, its historic and experimental justification, and the mechanisms of natural selection. References 25% LAC scholarship. Course contains less than 100% LAC content.	25%	3	X	538	X	X	X
PCB 4723	Animal Physiology Advanced study of physiological mechanisms employed by animals to maintain function of the organ systems and to interact with the environment. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	23	X		X
PCB 5418C Interdisciplinary FLAC Global Learning	Advanced Marine Reserves Study Abroad in Morelos, Mexico Provides an analysis of ecological and socioeconomic aspects of designing and managing marine protected areas with emphasis in South Florida and Mesoamerica. Includes material from sociology, economics, ecology, and biology. Occasionally taught in Spanish.	100%	3	X	80	X	X	X

PCB 5418C	Advanced Marine Reserves This course will provide students with information on biological and sociological concepts as well as methods for the design and management of marine protected areas. Through lectures, readings, and discussions students will get acquainted with MPAs. Students are expected to discuss up to date papers, and conduct an independent research project of a protected area of their interest, particularly on the Caribbean and South Florida regions.	100%	3	X	1	X	X	
PCB 5443	Advanced Ecology: Communities and Ecosystems Advanced analysis of ecological principals pertaining to communities, ecosystems, and landscapes. Uses 75% LAC and South Florida case studies. Course contains less than 100% LAC content.	75%	3	X	18	X		X
Business Accounting								
TAX 6507	Principles of International Taxation Study of federal income tax provisions applicable to non-residents aliens and foreign persons' US income and to US persons' foreign income. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	31	X		X
Business Law								
BUL 4310	Legal Environment of Business Examines issues such as: Contracts, Torts, legal/political/economic aspects of ethics and the law, U.C.C., Antitrust Law, Employment Law, Administrative Law, Securities Law, and International Business Law topics. Uses 25% LAC legal cases. Course contains less than 100% LAC content.	25%	3	X	1552	X	X	X

BUL 6810	Legal Environment of Business Examines current legal, regulatory, ethical, and political issues within the context of public law. Topics include employment, antitrust, administrative, cyberlaw, and contracts and tort. Uses 25% LAC legal case studies. Course contains less than 100% LAC content.	25%	3	X	682	X	X	X
BUL 6850	International Business Law Analysis of legal problems facing the U.S. international and multinational businesses. Topics include the transnational research of economic regulation, international trade and investment, antitrust law, technology transfers, and securities law. Uses 25% LAC legal case studies. Course contains less than 100% LAC content.	25%	3	X	125	X	X	X
Business Finance								
FIN 4604 Global Learning	International Finance Management Capital budgeting and operational analysis and financial decisions in the multinational context. Measurement and evaluation of the risk of internationally diversified assets. Uses 50% LAC finance cases. Course contains less than 100% LAC content.	25%	3	X	888	X	X	X
FIN 4634 Global Learning	International Banking Survey of issues on international aspects of banking, including the structure and operation of the international banking function, services offered, and how to improve efficiency and effectiveness of international banking organizations. Uses 50% LAC banking issues cases. Course contains less than 100% LAC content.	25%	3	X	527	X	X	X

FIN 4651	Latin American Financial Markets and Institutions Examines the Latin American financial climate, markets and institutions, evolution of money and capital markets, regulation, banking innovations, the role of foreign banking, integration, and globalization of banking.	100%	3	X	69	X	X	X	
FIN 4663	Global Private Banking This course seeks to provide the students with an understanding of the nature of the global private banking, its role in preserving, augmenting and protecting wealth and how it is shaped by a sometimes-contradictory need for confidentiality. Course contains less than 100% LAC content.	25%	3	X	53	X	X	X	
FIN 6246	Financial Markets and Institutions Analyzes the characteristics and efficiency of money markets and capital markets and the role of financial institutions in these markets. Uses 25% LAC comparative case studies. Course contains less than 100% LAC content.	25%	3	X	171	X	X	X	
FIN 6625	International Bank Management Management of the international banking function; setting goals and developing strategies, establishing an organizational structure and managing operations. Foreign lending, risks, restraints, and portfolio considerations. Uses 50% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	50	X	X	X	
FIN 6644	Global Financial Strategy Aspects of strategic financial environment and management of firms that operate in a global arena. Uses 50% LAC economics and trade policy case studies. Course contains less than 100% LAC content.	25%	3	X	873	X	X	X	

Business Real Estate									
REE 4956 Global Learning	International Real Estate This course will focus on the characteristics of the international real estate environment including: inbound and outbound transactions, accounting practices, tax laws, legal constraints, global strategic planning, foreign exchange, global financing, and cultural issues. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	64	X	X		X
REE 6935	Seminar in International Real Estate Current trends and issues affecting industrial real estate on an international level. Topics include: the multinational corporation and its location decisions; foreign taxation; international trade and exchange rates. Course contains less than 100% LAC content.	25%	3	X	61	X	X		X
Business Management and International Business									
ENT 4704	International Entrepreneurship This course provides a foundation in international entrepreneurship, focusing on the experiences of small as well as large entrepreneurial firms. Cross-national and cross-cultural business practices are analyzed. Course contains less than 100% LAC content.	75%	3				X		X
IDS 3163 Global Learning New	Global Supply Chains and Logistics Global supply chains and their interactions with all facets of business and society. Design issues and operation issues are investigated using simulation models and case studies. Course contains less than 100% LAC content.	25%	3	X					X

MAN 4442	International Business Negotiations Developing expertise in negotiations across cultural borders, working with various suppliers, developing multicultural project teams and sensitivity, and developing counter proposals. Course contains less than 100% LAC content.	25%	3	X	60	X	X	X	
MAN 4600	International Management Examines the functions of management in international firms and issues related to adapting managerial practice to local environments. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	707	X	X	X	
MAN 4602	International Business Examines the international business environment and related institutions that impact a global firm. Uses 25% LAC, NAFTA, and FTAA case studies. Course contains less than 100% LAC content.	25%	3	X	908	X	X	X	
MAN 4610 New	International Human Resources Compares global human resource systems with emphasis on the reasons HR differences exist. The HR functions of selection, training, compensation and performance management are compared in different countries and cultures. Focuses on both expatriate assignment and foreign HR operations. Course contains less than 100% LAC content.	25%	3	X	60	X	X	X	
MAN 4613	International Risk Assessment Introduces the types of risk confronting businesses operating internationally. Critiques specific techniques used to assess risk and relate the results to management decision making. Course contains less than 100% LAC content.	50%	3	X	152	X	X	X	

MAN 4660 Interdisciplinary	Business in Latin America Examines the Latin American business climate, U.S.-Latin American business linkages, exporting to Latin America, and regional economic integration. Includes material from political science, economics, sociology, and anthropology.	100%	3	X	101	X	X	X	X
MAN 4663 Interdisciplinary	Business in the Caribbean Introduces students to various business practices and environments as they relate to countries in the Caribbean region including cultural, economic, political and legal factors. Includes material from business administration, international business, economics, politics, law, and international relations.	100%	3	X	60	X	X	X	X
MAN 4672	International Business Regulation and Ethics Provides a transactional approach to the international regulation and ethical frameworks in which firms conduct business in the global economy. Course contains less than 100% LAC content.	75%	3				X		X
MAN 4712	International Business – Government Relations The main objective of this course is to impart a broad understanding of the relationships between business and government in the international market place. Course contains less than 100% LAC content.	75%	3				X		X
MAN 4720 Global Learning	Strategic Management Capstone integration of real organizational situations. Decision making applied to business/corporate level strategy concepts, firm performance and global citizenship. Course contains less than 100% LAC content.	25%	3	X	1881	X	X		X

MAN 4946	International Business Internship Supervised work in a selected organization in the area of international business. Course contains less than 100% LAC content.	75%	3						X		X
MAN 6601	International Management This course examines the functions of management in an international context: organization, communication, strategic planning, control, motivation, leadership, and human resource management. The topics include the cultural differences behind different managerial styles and customs. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	24				X		X
MAN 6606 Interdisciplinary	International Business Environment A macro-examination of economic, political, and cultural variables affecting the organization. Uses 25% LAC case studies. Includes material from international relations, political science, economics, and international business. Course contains less than 100% LAC content.	25%	3	X	166				X		X
MAN 6608	International Business Examines the international business environment and related institutions that impact a global firm. Uses 25% LAC, NAFTA, FTAA case studies. Course contains less than 100% LAC content.	25%	3	X	338				X		X
MAN 6617	Managing Global Production and Technology An exploration of the management of technology and its relationship to the dynamics of globalization of production in both manufacturing and service industries. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	114				X		X

MAN 6626	International Human Resource Management Decisions about how to recruit, train, compensate and manage global employees; cross-cultural differences in values; managing the international assignee. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	139	X	X	X	
MAN 6635	International Business Policy An analysis of corporate strategies in a rapidly developing and changing world environment. Emphasis will be placed on forecasting, planning, and contingency strategies. The course is taught by case method and stresses the environmental and institutional constraints on decision making within the organization. Corporate executives are invited to attend whenever possible. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	123	X	X		X
MAN 6675	Special Topics: International Business Examines the volatility, risk, and remarkable potential of the emerging markets in Brazil, Mexico, China, India, and Russia. Uses 50% LAC Brazil and Mexico case studies. Course contains less than 100% LAC content.	50%	3			X	X		X
MAN 6677	Emerging Markets Examines the volatility, risk, and remarkable potential of the emerging markets in Brazil, Mexico, China, India, and Russia. Uses 50% LAC Brazil and Mexico case studies. Course contains less than 100% LAC content.	50%	3	X	52				X
MAN 6678	International Entrepreneurship This course is an introduction to entrepreneurship in international contexts and its role in economic development. Course contains less than 100% LAC content.	25%	3	X	86	X	X		X

MAN 6679	Master's Project in International Business An interdisciplinary research project on an international business problem, which may include field work (including internship), library research, computer modeling, or the use of an approved research methodology. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	184	X	X	X
MAN 6686	Master's Seminar in International Business An examination of recent research findings in International Business. Emphasis is placed on readings; active discussion; and small, short-term action and research projects. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	1-3					X
MAN 6726	Strategic Management The use of cases, guest lectures, and gaming to integrate the analysis and measurement tools, the functional areas and public policy issues. The objective is to develop skill in broad areas of rational decision-making in an administrative context of uncertainty. Should be taken in the last semester of master's program. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	737	X	X	X
MAN 7207	Theories of Organization Organization functioning from a macro perspective; emphasis on evolution, structure, design and processes of complex systems. Study of communication/information networks, inter-group processes and control strategies. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3					X

MAN 7616	Multinational Firm Global Strategy Overview of the strategic management and international business concepts that frame strategic activity in MNCs. Competitive business strategies in global and multidomestic industries. Prerequisite: Completion of business Ph.D. core. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3					X			X
MAN 7640	International Business Research Methods Overview of IB academic research, emphasizing topics, literature, methods, information sources, applications, problems, and journal characteristics. Prerequisites: Admission to business Doctoral program and completion of doctoral core. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	4				X		X
MAN 7641	International Business Operations II Focus on political, economic, and national security issues which influence IB operations or strategies. Examines techniques for political and economic risk, assessment and reactions to such influences. Prerequisites: Admission to Doctoral program and completion of doctoral core. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3								X
MAN 7718	Analysis of Corporate Policy Methods Links functional areas of management to provide integrated view of organization and public policy. Emphasis on measurement, analysis and conceptualization of organization as a totality of operations. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3					X	X		X

Business Marketing									
MAR 3023 Global Learning designated	Marketing Management A descriptive study of the functions and institutions common to marketing systems. Uses 25% LAC marketing systems case studies. Course contains less than 100% LAC content.	25%	3	X	1703	X	X	X	X
MAR 4144	Export Marketing The course emphasizes practical approaches to export marketing, including marketing strategies and identifying, establishing, and consolidating foreign markets. Uses 50% LAC marketing system case studies. Course contains less than 100% LAC content.	50%	3	X	525	X	X	X	X
MAR 4156	International Marketing Studies the information required by marketing managers to assist in satisfying the needs of consumers internationally. Special emphasis will be given to the constraints of the international environment. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	958	X	X	X	X
MAR 6158	International Marketing Examines the nature and scope of international marketing, and explores problems facing multinational firms and other international marketing organizations. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	104	X	X	X	X
MAR 6805	Marketing Management in the Global Environment Analysis and application of theory and problem solving for marketing management in the global environment. Emphasis on the role of marketing in the organization, planning the marketing effort, and control of marketing operations. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	858	X	X	X	X

Communication Arts									
COM 3417 Global Learning New	Communication in Film This course will examine the unique relationship between communication and film from the 1920's (the era of silent film) through today. Course contains less than 100% LAC content.	25%	3	X	55	X	X	X	X
COM 3461 Global Learning	Intercultural/Interracial Communication How people communicate cross culturally, interculturally, and intraculturally. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	1610	X	X	X	X
COM 3601 Interdisciplinary New	Environmental Communication Through landmark essays exploring ecological conflicts, land use policy, natural disasters, and ecological movements, this course analyzes the communication applications related to the field. Includes material from environmental studies, communications, and politics. Course contains less than 100% LAC content.	25%	3			X	X	X	X
COM 4430 Interdisciplinary Global Learning New	International Business Communication This course will provide students with the theoretical and experiential framework for examining the meaning of communication in global business. Includes material from international business, politics, and communications. Course contains less than 100% LAC content.	50%	3	X	89	X	X	X	X
COM 4733 New	Cultural Communication Patterns of South America This course will increase understanding of communication differences by contrasting and comparing communication patterns within South American cultures.	100%	3				X		X

COM 5415 New	Intercultural Communication This course examines the role culture plays in communication by examining differences and similarities in communication behaviors between and among diverse cultures. Course contains less than 100% LAC content.	50%	3	X	1	X			X
IDS 3336 Interdisciplinary Global Learning New	Artistic Expression in a Global Society Exploration of the interrelatedness of societies and culture through language, music and art are explored to appreciate how individuals convey thought and respond to events from various perspectives. Includes material from art, sociology, anthropology, and music history. Course contains less than 100% LAC content.	25%	3	X	282	X	X		X
Criminal Justice									
CCJ 3651	Drugs and Crime Examines the history and consequences of mind-altering drugs, and criminal behavior as it is affected by drugs, the legal response to substance abuse, treatment, and prevention of substance abuse. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	330	X	X		X
CCJ 4641	Organized Crime Historical development of organized crime in the US, defining organized crime from US and international perspective. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	237	X	X		X
CCJ 4694 Global Learning New	Human Trafficking Examines issues related to human trafficking and immigration from an international and global perspective. Course contains less than 100% LAC content.	25%	3	X	113	X	X		X
CCJ 6047 New	International Criminal Justice A study of international crimes, international criminal tribunals, and the prosecution and punishment of persons alleged to have committed international crimes. Course contains less than 100% LAC content.	25%	3			X	X		X

CCJ 6676	Transnational Crime and National Security Examination of the nature of transnational crime and the manner in which it relates to national security. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	43	X	X			X
CCJ 6696 New	Human Trafficking An investigation of the origins and current trends in the trafficking of humans for profit. Course contains less than 100% LAC content.	25%	3	X	17	X				X
CJE 4174 Global Learning	Comparative Criminal Justice Systems A comparative analysis of three types of criminal justice: common law systems (US); civil law systems (Germany); and socialist law systems. Uses 25% LAC law systems. Course contains less than 100% LAC content.	25%	3	X	647	X	X			X
DSC 4012 Global Learning	Global Terrorism Examines the nature and causes of terrorism and the national, regional and global effects of particular terrorist groups focusing on their collective behavior and objectives. Course contains less than 100% LAC content.	25%	3	X	732	X	X			X
Earth Sciences and Environment										
EVR 2001 Global Learning New	Introduction to Environmental Science and Sustainability Emphasizes the scientific knowledge of the environment in a global context that will be needed for local, global, international and intercultural environmental problem solving in the coming decades. Course contains less than 100% LAC content.	25%	3							X

EVR 3003 Interdisciplinary	Latin American Environmental Issues Introduces students to Latin America and the Caribbean and to its hisotrical and contemporary environmental challenges. Includes material from history, anthropology, sociology and international relations and environmental studies.	100%	3	X			X	X		X
EVR 3013	Ecology of South Florida Introduction to South Florida ecology, including trips to unique ecosystems (e.g. Everglades, hardwood hammocks, coastal regions). Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	714		X	X		X
EVR 4211	Water Resources Deals with various aspects of water use, water pollution problems, chemistry and ecology of South Florida's waters. Uses 75% Amazonian case studies. Course contains less than 100% LAC content.	75%	3	X	21		X	X		X
EVR 4411	Human Organizations and Ecosystem Management Environmental aspects of organizational theory and strategic management in indigenous and other local communities, non-governmental organizations, governments, and the private sector are discussed.	100%	3	X	31		X	X		X
EVR 4920	Environmental Studies Senior Seminar Series of talks by FIU and external experts addressing both development of professional skills and current environmental topics.	100%	3	X	37		X	X		X

EVR 4934 Interdisciplinary	Global Environmental Issues Applies scientific, social science, and humanities perspectives to the most pressing global-scale environmental issues with a primary focus on human interactions with the natural environment. Uses 50% LAC case studies. Includes material from sociology, anthropology, international relations, environmental studies and politics. Course contains less than 100% LAC content.	50%	3	X				X	
EVR 4934 Interdisciplinary	Environmental Education Discusses how to reach Latin immigrant families with environmental education programs and projects. Includes material from education and environmental studies.	100%	3					X	
EVR 4934	Indigenous and Environmental Issues in the Andean Amazon Better understand the socio-environmental conflicts affecting Indigenous Peoples in the Peruvian Amazon and to inspire their involvement in these issues through the interaction and interchange of ideas with some of the very people involved in these struggles as they work to resolve them.	100%	3				X	X	
EVR 5061	Ecology of South Florida Introduction to South Florida ecology, including trips to unique ecosystems (e.g. Everglades, hardwood hammocks, coastal regions). Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	4		X	X	

EVR 5320	Environmental Resources Management The scientific and philosophical basis for management of renewable and non-renewable energy, mineral, air, water, and biotic resources. Uses 25 % LAC case studies. Course contains less than 100% LAC content.	25%	3	X	18	X	X	X		X
EVR 5332	Water in Environment and Development Examines the theory and practice of integrated water resource management through case studies from different world regions. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	8	X	X	X		X
EVR 5355 Interdisciplinary	Environmental Resource Policy A survey of international and national environmental policy and the legal, economic, and administrative dimensions of international accords and selected US law. Uses 25% LAC case studies. Includes material from environmental studies, law, economics, international relations and politics. Course contains less than 100% LAC content.	25%	3	X	19	X	X	X		X
EVR 5935	Indigenous and Environmental Issues in the Andean Amazon Better understand the socio-environmental conflicts affecting Indigenous Peoples in the Peruvian Amazon and to inspire their involvement in these issues through the interaction and interchange of ideas with some of the very people involved in these struggles as they work to resolve them.	100%	3			X	X	X		X

GLY 3034	Natural Disasters A geological look at catastrophic events including earthquakes, volcanoes, tsunamis, mass movements, hurricanes, floods, and desertification. Emphasis on the geologic setting in which these natural disasters take place. Uses 25% Caribbean Basin case studies. Course contains less than 100% LAC content.	25%	3	X	217	X	X		X
GLY 4730	Marine Geology Survey of the main physiographic provinces of the ocean floor. Modern theories concerning the evolution of the crust; continental drift, sea floor spreading. Looks specifically at the Caribbean.	100%	3						X
GLY 4734 Global Learning New	Changing Coastlines Focus on the physical processes that shape coastlines and the consequences of those processes for human activities. Course contains less than 100% LAC content.	25%	3	X	2	X	X		X
GLY 4881 Global Learning New	Coastal Hazards Focus on the processes responsible for tsunamis, storm surges, coastal erosion, land subsidence, sea level rise, etc. and their mitigation. Course contains less than 100% LAC content.	25%	3	X	3	X	X		X
GLY 5159	Planet Earth: South Florida Geology, water resources and environments of South Florida. Course contains less than 100% LAC content.	25%	1	X	5	X	X		X

IDS 3211 Interdisciplinary Global Learning New	Global Climate Change This course examines the interconnected relationship between humans and the structures we have created and our natural environment and the systems that underlie it in looking at global climate change. Includes material from environmental studies, sociology, anthropology, and international relations. Course contains less than 100% LAC content.	25%	3								X
OCE 3014 Interdisciplinary Global Learning	Oceanography The ocean origin, physical properties, salinity, temperature, sound. Radiative properties, heat budget and climatic control. Tides, wind-driven motion-monsoon circulation, sub-surface circulation. Includes material from environmental studies. Course contains less than 100% LAC content.	25%	3	X	395	X	X				X
PHC 6763	Global Perspectives of Environmental Health in the Caribbean and Latin America The course describes the relationship between human health and the environment in developing countries of the Caribbean and Latin America. Prerequisite: PHC 6315.	100%	3	X	5	X					X
Economics											
ECO 4701	World Economy A broad overview of the international economy in historical perspective. Topics: economic demography, trade flows, capital movements, diffusion of technology, and the emergence of transnational institutions. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3			X	X				X

ECO 4703 Interdisciplinary	International Trade Theory and Policy Causes and consequences of international trade; effects of tariffs and quotas; strategic trade and industrial policies; political economy of protectionism; international economic integration. Uses 50% LAC case studies. Includes material from international relations and economics. Course contains less than 100% LAC content.	50%	3	X	159	X	X	X	
ECO 4713 Global Learning	International Macroeconomics Analysis of output, inflation, business cycles and economic policy in open economy settings; exchange rate regimes; fiscal, monetary, and exchange rate policies. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	145	X	X		X
ECO 4934	Economic Development of Latin America Examines a particular topic or a selected number of topics in economics theory not otherwise offered in the curriculum.	100%	3			X			X
ECO 7115	Microeconomic Theory I: Game theory. Analysis of static and dynamic games of complete and incomplete information. Introduction to contracts and mechanism design. Prerequisites: ECO 3101 or equivalent, Calculus I; Calculus II recommended. Course contains less than 100% LAC content.	50%	3	X	9	X	X		X
ECO 7116	Microeconomic Theory II The General equilibrium and welfare economics. Economics of uncertainty. Economic dynamics including capital accumulation, optimal growth, and dynamic equilibrium. Uncertainty and incomplete markets. Prerequisites: ECO 115 and ECO 7405. (S) Course contains less than 100% LAC content.	50%	3	X	8	X	X		X

ECO 7236	Money, Banking, and Monetary Policy Monetary theory and its application. Consideration of central banking in the U.S. and its relation to the international economy, money markets, and financial intermediaries. Survey of current policy views. Course contains less than 100% LAC content.	50%	3								X
ECO 7705	International Trade Normative aspects of international trade. Theories of comparative advantage, commercial policy, trade, and income distribution. Uses 50% LAC regional and international trade case studies.	50%	3	X	10		X	X			X
ECO 7716	International Money Theory of the international monetary equilibrium. Analysis of short and long term monetary flows and macroeconomic adjustment. Uses 50% LAC financial systems case studies. Course contains less than 100% LAC content.	50%	3	X	10		X	X			X
ECO 7925	Advanced Workshop on Trade and Development Students attend advanced workshop presentations and present their own research. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	6		X	X			X
ECP 5707	International Economic Problems & Policy International trade and comparative advantage; commercial policy; foreign exchange markets; balance of payments; issues in trade & development Course contains less than 100% LAC content..	50%	3								X

ECP 6305 Interdisciplinary	Advanced Environmental Economics Economics of environmental pollution; theories of extractible and renewable resource extraction; issues in environmental valuation and policies. Uses 25% LAC case studies. Includes material from economics and environmental studies. Course contains less than 100% LAC content.	25%	3					X	X		X
ECS 3003	Comparative Economic Systems Analysis of alternative economic systems. Emphasis on the contrast between market-oriented capitalist economies and Soviet-style planned economies. Uses 50% LAC comparative case studies. Course contains less than 100% LAC content.	50%	3	X	173			X	X		X
ECS 3013 Interdisciplinary	Introduction to Economic Development Structural and institutional determinants of economic development; theories of economic growth, income distribution, rural-urban migration, education, international trade, economic reform, and the environment. Uses 50% LAC case studies. Includes material from international relations, sociology, political science, and economics. Course contains less than 100% LAC content.	50%	3	X	34			X	X		X
ECS 3021 Interdisciplinary Global Learning	Women, Culture and Development Analysis of problems facing women in developing countries, focusing on gender and cultural issues and their relationships to economic development. Uses 50% LAC case studies. Includes material from anthropology, women's studies, and economics. Course contains less than 100% LAC content.	50%	3	X	99			X	X		X

ECS 3403	Economics of Latin America Study of current economic issues facing Latin American countries including population growth, poverty, inequality, inflation, trade and balance of payment problems, economic reform, and regional integration.	100%	3						X		X
ECS 3431	Economics of the Caribbean Basin Survey of the economic systems of the major countries of the Caribbean. Special attention devoted to current problems of economic growth and social transformation.	100%	3	X	128	X			X		X
ECS 3704	International Economics Explorations of why nations trade, effects of trade on distribution, commercial policy, balance of payments adjustment; exchange rate determination, Eurocurrency markets, and international institutions. Course contains less than 100% LAC content.	50%	3								X
ECS 4011	Development Economics I Problems of poverty, malnutrition, inequality, and development. Population growth and development. Rural-urban resource flows. The urban informal sector. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	21	X			X		X
ECS 4014	Development Economics II Economic analysis of why some countries are rich and others poor, why some grow fast, and others do not. The role ideas, infrastructure, R&D, and education play in economic growth. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3			X			X		X

ECS 5406 FLAC	Latin American Economies Economic theory and its applications to current economic issues in Latin America, including aggregate demand and supply, fiscal and monetary policies, international trade trends, and economic development. Taught in Spanish.	100%	3															X
ECS 7026	Development Economics: Planning and Policy Planning and policy making in developing economies. Economy wide planning models; project appraisal; financial, stabilization and trade policies. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3															X
Education																		
EDF 4604 Interdisciplinary Global Learning	Cultural and Social Foundations of Education Examines the cultural and social realities of teaching and learning in the US. Uses 25% LAC case studies. Includes material from education, sociology, and anthropology. Course contains less than 100% LAC content.	25%	3															X
EDF 5880	Intercultural Education: National and International Perspectives Analysis of concepts and programs of intercultural and international education. Consideration of the role of education in fostering intercultural understanding both nationally and internationally. Course contains less than 100% LAC content.	25%	3															X
EDF 5942	Multicultural Seminar and Practicum in Urban Education This course includes effective methods of educating immigrant and other minority children. Prerequisite: Current Florida Teaching Certificate. Course contains less than 100% LAC content.	25%	3															X

EDF 6636	Intercultural Studies: A Qualitative and Quantitative Analysis This course is a study of interrelationship between race, class, gender, ethnicity, and national origin and their influence in learning. Course contains less than 100% LAC content.	25%	3	X	28	X	X	X	
EDF 6850	International Development Education: Contemporary Planning Models and Techniques This course is designed to explore the relationship between education and the modernization/development process. Special emphasis on historic/contemporary educational planning models and techniques. Course contains less than 100% LAC content.	25%	3	X	5	X			X
EDF 6852 Interdisciplinary	Educational Development: A Multidisciplinary Perspective This course is a critical analysis of education reforms of the past and the present, drawing on social science research and policy issues in the Third World. Uses 25% LAC case studies. Includes material from sociology, political science, and education. Course contains less than 100% LAC content.	25%	3	X	31	X	X	X	X
EDF 6906	Directed Study in International Development Education This course is a specialized intensive study in areas of interest to International Development Education majors. Course contains less than 100% LAC content.	25%	3	X	2	X	X	X	
EDF 7656	International Development Education: Innovative Approaches in Educational Planning Introduction to educational planning approaches which stress decentralization. It focuses on new and innovative perspectives which emphasize strategic aspects of educational planning. Course contains less than 100% LAC content.	25%	3			X	X	X	X

EDG 5707 Interdisciplinary	Cultural and Cross Cultural Studies Overview of immigration patterns in US, discussions of theories of ethnicity, acculturation, and intercultural communication. Development of strategies for multicultural classrooms. Uses 25% LAC case studies. Includes material from sociology, political theory, and communications. Course contains less than 100% LAC content.	25%	3	X	27	X	X	
EEC 3400 Global Learning	Family Literacy and the Young Child This course focuses on involving parents of young children in the development of early literacy skills from local, national, and international perspectives. When parents begin to speak early to their children, read to them, and create literacy rich environment, children develop better literacy. Course contains less than 100% LAC content.	25%	3	X	83	X	X	
LAE 5426 Interdisciplinary	Multicultural Perspectives in Language and Literature Provides students with a broad and multi-cultural/multilingual basis for constructing literature/literacy lessons for young and sometimes resistant readers. Uses 25% LAC case studies. Includes material from sociology, anthropology, and linguistics. Course contains less than 100% LAC content.	25%	3					X
MHS 6428	Cross Cultural Counseling In this course, concepts and skills involved in counseling clients with backgrounds different from the majority culture. Prerequisite: MHS 5400. Course contains less than 100% LAC content.	25%	3	X	46	X	X	
SSE 4380 Global Learning	Developing a Global Perspective Theory, content, and practice. Introduction and utilization of learning materials and teaching strategies in Global education K-12. Uses 50% LAC case studies in comparative perspective. Course contains less than 100% LAC content.	50%	3	X	35	X	X	

SSE 5381	Developing a Global Perspective Theory, content, and practice. Introduction and utilization of learning materials and teaching strategies in Global education K-12. Uses 50% LAC case studies in comparative perspective. Course contains less than 100% LAC content.	50%	3	X	55	X	X	X
Engineering								
EML 4905 Global Learning	Senior Design Project Project statement, in-depth survey, conceptual and structural design, analysis, statistical and cost analyses, ethical, societal and environmental impact, evaluation and revision of design for the global arena with multi-cultural and multi-national perspective, prototype construction, final presentation. Course contains less than 100% LAC content.	25%	3	X	85	X	X	X
English								
AML 4930	Contemporary US Latino Literature Focuses on major works by and about modern Latino/Latin American and Caribbean society and culture. Course contains less than 100% LAC content.	50%	3				X	X
AML 5505	Periods in Latin American Literature: The literature and criticism of one specified period of American literature, such as Colonial, Federal, Transcendental, Antebellum, and Twentieth Century. May be repeated with change of period.	100%	3	X	54	X	X	X
ENC 4930	Special Topics in Composition: Writing about the Exile Experience. Course contains less than 100% LAC content.	25%	3	X	10			X
LIT 2110	World Literature I Surveys the literature of many cultures from the beginning of written texts through the 16th century. Usually excludes British works. Course contains less than 100% LAC content.	25%	3	X	84	X	X	X

LIT 3190 Interdisciplinary	Survey of Caribbean Literature The narratives, poetry, and fiction from the beginning of the Caribbean literary tradition to the present time. Includes material from geography, sociology, anthropology, and international relations.	100%	3							
LIT 3384 Interdisciplinary	Caribbean Women Writers Examination of the writings of Caribbean women. Includes material from sociology, anthropology, and women's studies.	100%	3				X	X		X
LIT 3671 Interdisciplinary Global Learning	Global Issues in Literature Examination of aspects of story, author, character, and contexts affected by migration, exile, global trade, or other transnational forces. Includes material from english literature, sociology, anthropology, international relations and political science. Course contains less than 100% LAC content.	25%	3	X	82		X	X		X
LIT 3673	Migrant Stories: Literature from the Immigrant Experience Fiction, essays, poetry, and drama of immigrants to England and America. Course may focus on Jewish, Caribbean, or other groups, or comparative studies. Course contains less than 100% LAC content.	25%	3							
LIT 4192 Interdisciplinary	Major Caribbean Authors Examines the literary achievements of major writers of the Caribbean region in the social, political, and cultural contexts of the English, French, and Dutch Caribbean. Includes material from sociology, anthropology, and women's studies.	100%	3				X			X

LIT 4224/4253	Exile and Literature Course covers creative works written by major literary figures in exile and examines the impact of exile on literature with particular focus on LAC countries and Europe. Course contains less than 100% LAC content.	50%	3						X		X
LIT 4356 Interdisciplinary	Multi-Cultural Working Class Women's Literature . Evaluates gender issues across cultural, race, and class lines. Examines impact of migration and assimilation on multi-ethnic literature. Uses 25% LAC texts. Includes material from economics, sociology, and anthropology. Course contains less than 100% LAC content.	25%	3								X
LIT 4356	Literature of the Cuban Diaspora A survey of literatures written by Cuban-Americans and other writers of the Cuban diaspora. Texts will be in English or English translations.	100%	3								
LIT 4930 Interdisciplinary	Deconstruction and Caribbean Postcolonial A course designed to give groups of students an opportunity to pursue special studies not otherwise offered. Includes material from english literature, and history.	100%	3						X		X
LIT 4930 Interdisciplinary	Black Literature and Literary/Cultural Theory Examines 20th century black literary critical thought, analyzing cultural theories and literary texts from African, Caribbean, African-American, Black British, and Afro-Brazilian communities. Uses 50% LAC texts. Includes material from sociology and anthropology. Course contains less than 100% LAC content.	50%	3								

LIT 5358 Interdisciplinary	Black Literature and Literary/Cultural Theory Examines 20th century black literary critical thought, analyzing cultural theories and literary texts from African, Caribbean, African-American, Black British, and Afro-Brazilian communities. Uses 50% LAC texts. Includes material from sociology, anthropology, and english literature. Course contains less than 100% LAC content.	50%	3					X			X
LIT 5359 Interdisciplinary	African Diaspora Women Writers Study of black women writers from throughout the Diaspora from the early 19th century to present. Uses 50% LAC case studies. Includes material from sociology, anthropology, women's studies, and english literature. Course contains less than 100% LAC content.	50%	3					X			X
LIT 5934 Interdisciplinary	Special Topics: Primitivism in Latin American Literature Explores cultural, chronological, and aesthetic primitivism in Latin American literature, art, and ideology, focusing on its role in the formation of national and continental identities. Includes material from english literature, anthropology, sociology, and art history.	100%	3								

GEA 3400 Interdisciplinary	Population and Geography of Latin America Introduction to the physical, cultural, and political geography of Latin America. Includes material from history, sociology, political science, and geography.	100%	3	X	162	X	X	X
GEA 6409 Interdisciplinary	Landscapes of Violence and Healing in the Americas Nation building in the Americas cycles between violence (political, economic, cultural) and healing (through magic, rituals, religion or the arts). Includes material from economics, geography, political science, anthropology, and sociology. Course contains less than 100% LAC content.	75%	3					X
GEO 3001 Interdisciplinary Global Learning designated	Geography of Global Change Explores the geography of change in contemporary world economy, politics, culture, and environment. Mapping and spatial analysis aid in understanding global change and effects on specific places. Includes material from economics, geography, political science, anthropology, sociology and international relations. Course contains less than 100% LAC content.	25%	3	X	21	X	X	X
GEO 3421 Interdisciplinary	Cultural Geography The study of spatial variations among cultural groups and the special functioning of society. Uses 50% LAC case studies. Includes material from sociology and international relations. Course contains less than 100% LAC content.	50%	3	X	161	X	X	X

GEO 3471 Interdisciplinary	Political Geography Emphasis is given to the organization of space, particularly as it pertains to the nation-state. Factors instrumental to determining the viability of states are included stressing unifying-rebelling forces. Uses 75% LAC case studies. Includes material from international relations and political science. Course contains less than 100% LAC content.	75%	3	X	47	X	X	X
GEO 3502 Interdisciplinary Global Learning designated	Economic Geography Explores spatial facets of the economy at the international level, including trade, developments, manufacturing, multinational corporations, and technology. Uses 50% LAC case studies. Includes material from economics and international business. Course contains less than 100% LAC content.	50%	3	X	49	X	X	X
GEO 3510 Global Learning designated	Earth Resources Examines the nature, origin, and distribution of mineral resources. Geology of petroleum, coal, metals, and problems of their exploitation and depletion. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	200	X	X	X
GEO 3602	Urban Geography Studies spatial organization among urban settlements. Analysis of both the empirical and theoretical aspects of urbanism are covered, with an emphasis on current urban problems. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	23	X	X	X

GEO 4202 Interdisciplinary	Geography of the Borderlands Examines the role of borders in human society. In-depth exploration of one borderland: society, culture, economics, and political processes. Uses 50% LAC case studies. Includes material from international relations, sociology, history, anthropology, economics and political science. Course contains less than 100% LAC content.	50%	3							X
GEO 4354 Interdisciplinary Global Learning designated	Global Food System Analyzes the spatial organization of the global food system and its importance to world economic development. Uses 50% LAC case studies. Includes material from economics and international relations. Course contains less than 100% LAC content.	50%	3	X	35	X	X			X
GEO 4476 Interdisciplinary	Political Ecology Principals of human geography and political economy structure analyses and explanation of ecological problems. Uses 25% LAC case studies. Includes material from political science, geography, economics, and ecology. Course contains less than 100% LAC content.	25%	3							X
GEO 5415 Interdisciplinary	Topics in Social Geography Labor Movements and Economic Development. Examines the impact of the corporate-led version of globalization on the labor movement. Uses 50% LAC case studies, NAFTA and WTO on LAC labor movements. Includes material from economics, international relations, and geography. Course contains less than 100% LAC content.	50%	3	X						X

GEO 5557 Interdisciplinary	Globalization Examines the transformation of the world economy and of global finance, the changing significance of sovereignty and territoriality, the effects of space-time compression on everyday life, and associated shifts in culture and identity. Includes material from geography, economics, international relations and sociology. Course contains less than 100% LAC content.	25%	3	X	8		X		
GEO 6113	Qualitative Methods Workshop class on qualitative research methods including archival analysis, participant observation, interviewing, and focus groups. Course contains less than 100% LAC content.	25%	3	X	4				X
GEO 6473 Interdisciplinary	Space, Place, and Identity Explores space, place and identity in international relations. Focus is on the importance of the spatial relations in structuring the politics of nationalisms, ethnicities, and genders. Uses 25% LAC case studies. Includes material from sociology, anthropology, and geography. Course contains less than 100% LAC content.	25%	3	X	19	X	X		X
GEO 6478	Critical Geopolitics Introduces students to a variety of critical approaches to geopolitical analysis, including feminist geopolitics. One particular focus will be given to social movements as one area of critical geopolitics at play. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	8		X		X

GEO 6603 Interdisciplinary	Cities and Regions in Global Perspective Examines the interplay of cities and regions with the world political economy, past and present. Emphasizes theoretical perspectives on conditions underlying inequalities between cities and regions. Includes material from geography, economics, political science and international relations. Course contains less than 100% LAC content.	25%	3								X
History											
AMH 4671 Global Learning designated	Race, Gender and Science in the Atlantic World Examines the ways in which scientists and physicians in the Atlantic World categorized, defined, and assigned meaning to racial and gendered differences. Course contains less than 100% LAC content.	50%	3				X		X		X
AMH 4930/ HIS 4935	Topics in U.S. History: Comparative Colonialism Examines Colonial systems in a historical context. Uses between 30%-70% LAC case studies. Course contains less than 100% LAC content.	30-70%	3								X
AMH 5905	European Expansion and the Emergence of the Atlantic World Examines the reasons behind European colonization and the interactions of European explorers, traders, and settlers with the indigenous peoples of the Africa and the Americas. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3					X			X

AMH 5905/ LAH 5905	<p>Readings in American History: U.S. and the Caribbean The United States is commonly considered to dwarf Caribbean nations not only in geographic terms, but also in political, economic and cultural significance. It is not unusual to encounter accounts of the Caribbean that de-center the Caribbean itself, casting the United States as the principal actor in the region's history. This course will challenge participants to reconsider such a notion by exploring the tremendous significance of Caribbean people and places in the development of U.S. and world history. Overall, the course is intended to highlight how the people, politics, cultures and economies of the United States and the Caribbean have been interconnected and thus, central to the development of each respective society and to global phenomena. Course readings and discussions will focus on key historical processes such as revolution, decolonization, national and economic development, migration, internationalism and globalization. Course participants will be evaluated based upon their informed participation in every seminar meeting, having completed assigned readings and prepared bibliographic note sheets per the instructor's guidelines. The major assignment for the course will be an annotated bibliography of primary and secondary sources.</p>	100%	3	X				X		X
EUH 4312 FLAC	<p>Historia de España Contemporanea A survey of Spanish history from the Reconquista through the Civil War, with particular emphasis on the Golden Age. Often taught in Spanish.</p>	100%	3							X

EUH 5905/ HIS 5930	Imperial Spain 1469-1700 Explores Hapsburg foreign policy, Spanish society, religious orthodoxy, heterodoxy, gender issues, domestic economy, exterior economy, overseas empire, and court and ceremony. Uses 25% LAC case studies/colonial conquest. Course contains less than 100% LAC content.	25%	3																		X	
EUH 5935 FLAC	Historia de España Contemporánea Clase contiene la historia contemporánea de España desde la invasión Napoleónica en 1808 hasta el final del siglo XX. Often taught in Spanish.	100%	3																		X	
HIS 3051	Approaches to History: Health and Healing in Latin America Examines thematic topics to introduce history majors to the methods, theories, and practices used by historians.	100%	3	X	0	X	X														X	
HIS 4930	Special Topics: Haiti: Past & Present Studies the Diaspora, Post-colonialism, Development, Regionalism and Trans-nationalism in other parts of the world.	100%	3																		X	
HIS 4930	Special Topics: Totalitarian Regimes and Gender In this course we will explore the relationship between the totalitarian European states and the female population. More specifically we will examine the significance of gender in nation building. Totalitarian regimes clearly articulated women's roles and obligations as part of the national mission. In Nazi Germany, Fascist Italy, and Francoist Spain gender ideology became central in defining the state, its territory, and authority. Course contains less than 100% LAC content.	50%	3																		X	
HIS 4935 Interdisciplinary New	Special Topics: Middle Eastern Diasporas in Latin America Includes material from history, international relations, anthropology and sociology.	100%	3															X				X

HIS 4935 Interdisciplinary New	Senior Seminar: Topic: Music, Modernity and Identity in L.A. History Includes material from history, music, anthropology, and sociology.	100%	3				X			X
HIS 4935 Interdisciplinary	Senior Seminar: Women in Latin America Looks at important women in Latin American history and their impact on social, economic, and/or political issues in the region. Includes material from sociology, anthropology, economics and political science.	100%	3							X
HIS 4935	Senior Seminar: Gender in Latin American History Examines the history of Latin America through gender and the influence of gender on the region over time.	100%	3	X	15					X
HIS 5930 New	Special Topics: U.S. and the Caribbean Course content varies by semester.	100%	3				X			X
HIS 5930 New	Special Topics: Readings in Florida History Course content varies by semester. Always includes Caribbean content.	100%	3				X			X
HIS 6918	Research in Atlantic Civilization: Death in the Port Cities of the Atlantic World There is a close relationship between disease and human history; this seminar examines the disease experience of a group of people in one small area of the Atlantic world. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	1		X			X
LAH 2020	Latin American Civilization An analysis of the underlying themes that have shaped the history of the Ibero-American areas from the time of initial contact to the present.	100%	3	X	578		X	X		X
LAH 3132 Interdisciplinary	Formation of Latin America Examination of Latin America in the colonial period focusing on conquest, Indian relations, the landed estate, urban functions, labor, and socio-economic organization. Includes material from history, anthropology, and economics.	100%	3	X	40					X

LAH 3200	Latin America: The National Period Trends and major problems of Latin American nations from independence to the present.	100%	3	X	33	X			X
LAH 3718 Interdisciplinary	History of US-Latin American Relations Surveys the history of the social, economic, and political relations between the US and the countries of Central America, South America, and the Caribbean Basin during the last two centuries. Includes material from history sociology, economics, and international relations.	100%	3	X	30	X	X		X
LAH 3740	Comparative History of Latin American Rebellions and Revolutions Identifies the historical forces driving revolutionary change in Latin America, including their causes, their direction, and their political agendas.	100%	3						X
LAH 4433	Modern Mexico An examination of the central themes of nation-building in Mexico from 1810 to the present: race, land, political authority, regionalism, dictatorship, and the Mexican Revolution.	100%	3				X		X
LAH 4460 Interdisciplinary New	Peoples, Culture and Politics of Haiti An introduction to the cultures and history of the Haitian people from Africa to the New World. The students will become familiar to the life, cultures of the Indians of the Caribbean: Taino, Arawak and Caribs. Includes material from history, sociology and anthropology.	100%	3						X
LAH 4471 Interdisciplinary	Colonial Caribbean in Comparative Perspective An overview of the Caribbean region from the 15th through 19th centuries. Examines the impact of changing economic, social, and political position of the area. Includes material from history, economics, sociology, political science and international relations.	100%	3						X
LAH 4482	Cuba: 18th-20th Centuries Examines the socio-economic and political setting in Cuba since the mid-18th century.	100%	3	X	20				X

LAH 4511	Argentina: 18th-20th Century A survey of the social and political formation of the Argentine nation, starting with the colonial legacy and ending with the contemporary political situation.	100%	3					X			X
LAH 4600	History Of Brazil Origins of Portuguese rule and African slavery; crisis of colonialism and transition to independence; coffee, abolition, and the Brazilian Empire; Republican Brazil and the Revolution of 1930; postwar developments.	100%	3	X	35		X	X			X
LAH 4634	Politics of Race and Nation in Brazil An examination of the historical importance of race to nation-building in 19th and 20th century Brazil, looking both at ideological constructs as well as political projects and social experiences.	100%	3						X		X
LAH 4720	Family and Land in Latin American History Evolution of land tenure in Latin American societies and its connections with the strategies and interests of elite families.	100%	3								X
LAH 4721 Interdisciplinary	History of Women in Latin America Examines women's roles in indigenous societies in the colonial period, during independence, and in the 19th century. Includes material from women's studies and history.	100%	3	X	39		X	X			X
LAH 4731 Interdisciplinary	Latin American Environmental History Provides a chronological and interdisciplinary overview of Latin American environmental history and explores how environmental factors helped shape history from the 15th century through the 20th century. Includes material from sociology, anthropology, and environmental studies.	100%	3								X

LAH 4734 Interdisciplinary	Latin American History Thru Film Introduces students to central events in the history of colonial and modern Latin America through the use of films. Looks at central historical figures and focuses on critical issues of the period. Includes material from theater and sociology.	100%	3	X	22					X
LAH 4737 Interdisciplinary	Music, Modernity and Identity in Latin American History Designed to deepen awareness of issues in the socio-cultural historiography of modern Latin America. Music is heavily referenced and utilized as a pedagogical tool. Includes material from history, music, sociology and anthropology.	100%	3	X	10				X	X
LAH 4750 Interdisciplinary	Law and Society in Latin American History Social history of law and legal struggles by colonial Indians, black slaves, peasants, women and contemporary 'colonos' (settlers). Its emphasis is on the prevalence of legal confrontations throughout Latin American history. Includes material from history, sociology, anthropology and women's studies.	100%	3					X		X
LAH 4932	Topics in Latin American History Themes will vary from semester to semester. With a change in content, the course may be repeated.	100%	3	X	24					X
LAH 5465 Interdisciplinary New	Peoples, Culture and Politics of Haiti An introduction to the cultures and history of the Haitian people from Africa to the New World. The students will become familiar to the life, cultures of the Indians of the Caribbean: Taino, Arawak and Caribs. Includes material from history, sociology, and anthropology.	100%	3							X

LAH 5905/ AMH 5905	Readings In Lat Am History: U.S. and the Caribbean Students read books from different historiographical traditions and with conflicting interpretations about an important subject in Latin American history. Subjects will vary according to professor.	100%	3	X	48					X
LAH 5905	Rdgs. in Latin American History: The Knowledge of Informal Empire	100%	3				X			X
LAH 5905	Rdgs. in Latin American History: Middle Eastern Diasporas in Latin America	100%	3				X			X
LAH 5905	Law & Society in Latin America	100%	3	X	12					X
LAH 5905	Readings in Colonial Caribbean	100%	3	X	13					X
LAH 5905	Slavery and Abolition in Latin America	100%	3				X			X
LAH 5905	Readings in Florida History	100%	3				X			X
LAH 5905	Argentina: 1776-Present	100%	3				X			X
LAH 5905	Crime and Society	100%	3					X		X
LAH 5905 Interdisciplinary	Latin American History Thru Film Introduces students to central events in the history of colonial and modern Latin America through the use of films. Looks at central historical figures and focuses on critical issues of the period. Includes material from theater, sociology, and history.	100%	3							X
LAH 5905 FLAC	Readings In Latin American History Examines literature from different historiographical traditions with conflicting interpretations about an important subject in Latin American history. Taught in Spanish.	100%	3							X
LAH 5905 Interdisciplinary FLAC	History of Latin America 20th Century This course outlines the socio-economic, political, and cultural processes of Latin America during the Twentieth century. Taught in Spanish. Includes material from economics, political science, sociology, and history.	100%	3							X

LAH 5905	The Economic History of Latin America Examines trends in economic of the LAC region over time and identifies past indicators for certain developmental realities in the region.	100%	3						X		X
LAH 5935	Latinas' Religious Experience Looks at the impact of migration and transition on the religious lives and practices of women from the LAC region. Also looks at conversion and religious networks.	100%	3				X				X
LAH 5935	Latin America: The National Period Trends and major problems of Latin American nations from independence to the present.	100%	3								X
LAH 5935	Cuba: 18th-20th Centuries Examines the socio-economic and political setting in Cuba since the mid-18th century.	100%	3								X
LAH 5935 Interdisciplinary	History of Women in Latin America Examines women's roles in indigenous societies in the colonial period, during independence, and in the 19th century. Includes material from women's studies, international relations, politics, anthropology, sociology and history.	100%	3		X			1			X
LAH 5935	History Of Brazil Origins of Portuguese rule and African slavery; crisis of colonialism and transition to independence; coffee, abolition, and the Brazilian Empire; Republican Brazil and the Revolution of 1930; postwar developments.	100%	3		X			10			X
LAH 5935	Topics in Latin American History Examines specific themes or topics in Latin American history, which vary from year to year.	100%	3		X			11			X
LAH 5935	Topics in Latin American History: Latin American Environmental History Provides a comparative historical overview of Latin American environmental history from the 15th through 20th centuries.	100%	3								X

LAH 6906	Advanced Readings in Latin American History Detailed analysis of a selected topic in Latin American history.	100%	3							X
LAH 6932	Latin American History Research Semester one of a two-semester research seminar investigating topics in Latin American History.	100%	3				X	X		X
LAH 6933	Research Seminar in Latin American History II Semester two of a two-semester research seminar investigating topics in Latin American history.	100%	3				X	X		X
WOH 4230 Interdisciplinary	African Diaspora and Atlantic Slave Trade Topics include slavery in Africa and the Diaspora, as well as, Diasporic religion, kinship, gender, sexuality, language, resistance, and creolization. Includes material from religious studies, sociology, anthropology, and history.	100%	3							X
WOH 4301 Interdisciplinary	The Modern African Diaspora Topics include slave resistance, Black Nationalism, socialism, anti-colonialism, gender, religion, art and literature, race and medicine, and afrocentrism. Includes material from history, sociology, women's studies, anthropology, english literature and medicine.	100%	3							X
WOH 5935	Topics in World History An examination of specific themes in World History. Topics will vary with a change in theme, the course may be repeated. Course contains less than 100% LAC content.	25%	3				X			X

WOH 6227 Interdisciplinary	Global Economic History Global economy 1500-present. Industrialization, trade, finance, and labor in Europe, US, Asia, Latin America. Comparative economic systems. Includes material from history, geography, international relations and economics. Course contains less than 100% LAC content.	25%	3							X
Hospitality and Tourism Management										
FSS 3242C	International Cuisine Explores modern interpretations of classical cuisine from around the world. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	28	X	X			X
FSS 6766 New	International Food Production Management Study of international commercial food production management designed for hospitality graduate students. This course includes instruction on international cooking principles as well as hands-on food preparation in the food laboratories. This course includes weekly interactive lectures and a laboratory experience to allow the learner to develop skills required in food preparation and management. Course contains less than 100% LAC content.	25%	3							

HFT 3713 Interdisciplinary	International Travel and Tourism An introduction to the international scope of travel and tourism. A brief analysis of regional framework and specific regions of the world, the interrelationship between human society and the physical environment. Tourism as a factor in economic development and its cultural and sociological factors are explored. An analysis of the international organization of tourism and the facilitation procedures required for its successful implementations are highlighted. Includes material from hospitality management, geography, sociology and international relations. Course contains less than 100% LAC content.	25%	3	X	76	X	X	X
HFT 3735	Destinations and Cultures A geographical analysis of worldwide tourist destination regions and their major attractions. Emphasizes how geographic and cultural factors are critical to the attractiveness of a tourist destination. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	96	X	X	X
HFT 3892	Caribbean Cuisine An exploration of Caribbean cuisine in terms of history, ethnicity and lifestyle through lectures, food demonstrations and tastings.	100%	3					
HFT 3894 Global Learning designated New	Global Food & Culture Study of the ways in which global issues influence the how food functions in the global community. Course contains less than 100% LAC content.	50%	3			X		X
HFT 3993 Global Learning designated New	Adventure Tourism This travel study covers international issues in global development such as sustainability, environmental impacts of tourism and sociocultural issues.	100%	3					

HFT 4711	Cultural/Heritage Tourism Course addresses the significance of cultural resources (such as historical sites, art, and customs), program development, and visitor management to educate the traveler and preserve cultural diversity. Course contains less than 100% LAC content.	25%	3							
HFT 6225	LAC content. Multicultural Human Resources Management for the Hospitality Industry A study of personnel, consumer relations, and diversity in the hospitality industry within a multicultural, multiracial, and multi ethnic society through an examination of value systems and cultural characteristics. Course contains less than 100% LAC content.	25%	3	X	18	X				X
HFT 6256	International Hotel Operations A consideration of various environments within which the international hospitality firm operates. Organizational, financial, and marketing factors are of major concern. Emphasis is placed on those problems and constraints which are uniquely different from problems of firms engaged in domestic operations of a similar nature. Course contains less than 100% LAC content.	25%	3							
HFT 6280 Interdisciplinary	Globalization and Competitive Methods of Multinational Hospitality Companies Course synthesizes theories and concepts of globalization, multinational strategy and international business studies and applies them in the analysis of multinational hospitality companies. Includes material from hospitality management, international relations, and international business. Course contains less than 100% LAC content.	25%	3			X				X

HFT 6746	Cultural Behavior in Tourism The course introduces the major cultural groups of overseas visitors to the U.S. and identifies the cultural differences in preferences for specific tourism products and services between these groups and the main stream of the U.S. population. Course contains less than 100% LAC content.	25%	3							
Human Nutrition										
HUN 3191 Global Learning designated	World Nutrition Exploration of food production, distribution, and consumption patterns of selected nations. Analysis of variables affecting nutritional intake and change, and hunger. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	94	X	X	X		X
HUN 5195	International Nutrition: Problems, Policies, and Planning Advanced study of magnitude, causes and nature of under nutrition in developing countries; emphasis on programs, planning and policies directed toward alleviating hunger. Course contains less than 100% LAC content.	25%	3	X	15	X				X
IDS 3183 Interdisciplinary Global Learning designated New	Health Without Borders This is an undergraduate course to orient students; regardless of their major field of studies, with a global perspective of the interrelatedness of factors affecting health that transcends borders. Includes material from human nutrition, and international relations. Course contains less than 100% LAC content.	25%	3	X	49	X	X	X		X

IDS 3189 Interdisciplinary Global Learning designated	International Nutrition, Public Health and Economic Development This course will examine the impact of global public health, nutrition and economic development. Recommended also for non-majors. Includes material from huan nutrition, geography and political science. Course contains less than 100% LAC content.	25%	3	X	239	X	X		X
International Relations									
INR 3043	Population and Society Introduction to basic demographic concepts; fertility, mortality, migration, and urbanization. Discussion of economic development, modernization, and population changes. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	36	X	X		X
INR 3045 Interdisciplinary	The Global Challenge of Refugees and Migrants Examines political and economic challenges stemming from the international movement of refugees and economic migrants. Emphasizes the role of state power, organizations and law in structuring responses. Includes material from international relations, political science, economics and sociology. Course contains less than 100% LAC content.	25%	3	X	38	X			X
INR 3081	Contemporary International Problems: Non-traditional Security Issues Examines several non-traditional security issues including, migration, poverty, state collapse, intrastate conflict, humanitarian intervention, disease, terrorism, population, and environmental matters. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	563	X	X		X

INR 3102 Interdisciplinary	American Foreign Policy This course examines the politics and economics of American Foreign Policy from World War II to the present. Uses 25% LAC case studies. Includes material from international relations, political science, history and economics. Course contains less than 100% LAC content.	25%	3	X	277	X	X		X
INR 3243 Interdisciplinary	International Relations of Latin America An examination of international, social, political, and economic life in Latin America. Emphasis given to the role of international organizations, regionalism, and the trend to economic integration. Includes material from political science and sociology.	100%	3	X	314	X	X		X
INR 3243 Interdisciplinary New	International Relations of Latin America: LACC Argentina Study Abroad. Examines international relations of Latin America, with a specific focus on Argentine international relations and foreign policy. Maybe taught at Universidad de Buenos Aires. Includes material from international relations, and political science.	100%	3	X	10	X	X		X
INR 3403	International Law Introduction to the legal concepts, framework, and institutions which play a role in international relations theory and practice. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	295	X	X		X
INR 3502 Interdisciplinary	International Organizations The study of international political, economic, and social organizations and their impact on the relations between nations. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	255	X	X		X

INR 3703 Interdisciplinary	International Political Economy Explores the important concepts, theories, and contending approaches used in the study of international relations. Uses 25% LAC case studies. Includes material from political science and economics. Course contains less than 100% LAC content.	25%	3	X	436	X	X	X
INR 4024 Interdisciplinary	Ethnicity and Nationality: World Patterns and Problems A systematic survey of multinational states and their current political and socioeconomic situations. Uses 50% LAC case studies. Includes material from international relations, political science, economics, and sociology. Course contains less than 100% LAC content.	50%	3					X
INR 4032 New	Asia and Latin America in World Affairs Examines the linkages between Asia and Latin America, their roles in world affairs, the domestic sources of foreign policies of states in the two regions, as well as the international issues confronting the two areas.	100%	3					X
INR 4076	International Relations of Drug Trafficking Examines international drug trafficking and its foreign and domestic policy implications. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3					X
INR 4084	Ethnicity in World Politics Examines the political dimensions of ethnic conflict from a comparative perspective. Evaluates the dynamics of conflict in Latin America, Africa, Europe, and the US. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	49			X

INR 4335	Strategic Studies and National Security The role of force in international relations is examined. The use and control of force in theory and practice is analyzed. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	79	X	X	X	X
INR 4404	International Protection of Human Rights Development of the concern of the international community with the rights of individuals and groups and the institutional mechanisms which have been set up for their protection. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	44	X	X	X	X
INR 4436	International Negotiation Studies the key components of international negotiation and the varied approaches to negotiation analysis. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	45	X	X	X	X
INR 4926	Model United Nations Students participate in a UN simulation; focus on the workings of the UN, negotiating skills, and critical international issues. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	17	X	X	X	X
INR 4931	Haiti: Past & Present Studies the Diaspora, Post-colonialism, Development, Regionalism and Trans-nationalism in other parts of the world	100%	3						X

INR 4933 Interdisciplinary New	Politics and Society of Argentina: LACC Argentina Study Abroad. Examines Argentine politics, society, development, history and the arts from an interdisciplinary perspective. Maybe taught at Universidad de Buenos Aires. Includes material from international relations, and political science.	100%	3	X	10			X	X	X
INR 5012	Global Issues and Human Rights Identification, articulation and clarification of global issues that affect Human Rights and the global strategies used to challenge and overcome obstacles. Course contains less than 100% LAC content.	25%	3	X	25		X			X
INR 5017	Approaches to Area Studies Provides students the necessary tools to approach global issues from the comparative perspective of how they play out in different regions of the world. Course contains less than 100% LAC content.	25%	3	X	20		X	X		X
INR 5036	Politics of Globalization Intensive examination of state and global institutions that have shaped process of economic globalization. Topics include impact on sovereignty, human rights, labor and agenda-setting of large and small nation-states. Course contains less than 100% LAC content.	25%	3							X

INR 5062	War, Peace, and Conflict Resolution Explores the genesis of interstate conflict, the evolution of crisis, and the outbreak of war and peace. Analyses conflict resolution and post-conflict reconstruction processes in international relations. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	22					X
INR 5066 New	Global and Human Security Global and human security is an emerging paradigm intensified by the process of globalization and epitomized by transnational issues affecting the individual, state, region, and global system. Course contains less than 100% LAC content.	25%	3	X	30				X	X
INR 5087 Interdisciplinary	Ethnicity and Development Examines the conceptual and substantive dimensions of ethnicity in the context of world politics and political development. Uses 50% LAC case studies. Includes material from political science, economics, sociology, and international relations. Course contains less than 100% LAC content.	50%	3							X
INR 5105	American Foreign Policy Examines the foreign policies of the US and its impact in international relations. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3							X
INR 5409	International Law I Role of international law in the relations of states; nature, development, theory, sources of law; international personality; jurisdiction, including territory and nationality; dispute settlement. Course contains less than 100% LAC content.	25%	3						X	X

INR 5507	International Organizations I Study of international organizations and their role in international relations. Emphasis on their legal status, rule-making capacities and role in dispute settlement and maintenance of peace. Course contains less than 100% LAC content.	25%	3					X		X
INR 5607	International Relations and Development An analysis of the development as it takes place in the international context, with a focus on the role of international organizations in promoting development and the impact of developmental levels on international relations. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3					X		
INR 5935 Interdisciplinary New	Special Topics: Politics, History and Society of Argentina. Examines formation of Argentine national identity, State, immigration, Peronism, the dictatorship, and transitions to democracy. Taught at Universidad de Buenos Aires. Includes material from international relations, political science, history, and sociology.	100%	3	X	10			X	X	X
INR 5935 Interdisciplinary FLAC Online	Special Topics: Politics and Economics of Disaster Risk Reduction. Focuses on political economy of disasters in Latin America and the Caribbean in an international context. Offered in Spanish and English. Includes material from international relations, political science, and economics.	100%	3	X	32					X

INR 5935	International Political Economy of Latin America Examines IPE of Latin America and explains the rise and fall of Latin American economies.	100%	3	X						X
INR 6017	Comparative Approaches to Area Studies and Global Issues Focuses on the interaction between the local/national and national/global and political dimensions in developing countries.	100%	3							X
INR 6089	International Relations and Human Rights Examination of national and international factors affecting respect for human rights. Special emphasis on international human rights groups, foreign policy, and politics of policy implementation. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	24					X
INR 6107	U.S. Foreign Policy: Process and Institutions Examines the structures and processes that shape U.S. policy toward other nations. Topics include: systemic constraints, state/society relations, interest groups, bureaucracy, and leadership. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3	X	15	X	X			X
INR 6245	The Military, Latin America and International Security Explores the supranationalization of the military institution in Latin America and how this has caused a transformation of its functional missions in the international and regional security and peace.	100%	3			X	X			X

INR 6338	Strategic Studies Analysis of key traditional and non-traditional concepts of the field of Strategic Studies, i.e. the genesis of power, war and peace, security and their relevance to and impact on international relations. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	20	X	X		X
INR 6406	International Law II The course, which is the second of a two course graduate sequence, focuses on special topics, e.g., treaties, state responsibility, force and jurisdiction. Course contains less than 100% LAC content.	25%	3						X
INR 6604	Theory in International Relations An analysis of the traditional approaches to international relations theory, beginning with the classic works in the field. Emphasizes the philosophical and normative underpinnings of realism, idealism, liberalism and radicalism. Course contains less than 100% LAC content.	25%	3	X	16	X	X		X
INR 6606	Political Psychology of International Relations Study of psychological explanations for political behavior in international relations, with a focus on decision-making theories, leadership, and public opinion. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	18				X
INR 6705 Interdisciplinary	Seminar in International Political Economy Theories of economic cooperation and conflict among nation-states. Uses 25% LAC case studies. Includes material from political science, economics, and international relations.	100%	3						X

INR 6706 Interdisciplinary	Political Economy of International Relations Examines contemporary theoretical and policy debates in the area of international political economy. Uses 25% LAC case studies. Includes material from international relations and economics. Course contains less than 100% LAC content.	25%	3	X	18	X	X	X	X
INR 6936 Interdisciplinary	Seminar in Inter-American Politics Focus on U.S.-Latin American relations, linking the theoretical literature with empirical developments. Includes material from political science and international relations.	100%	3	X	4	X			X
Journalism and Mass Communication									
JOU 3188 Interdisciplinary	Multi-Ethnic Reporting Learning the political, social, and economic backgrounds of ethnic communities in an urban area to improve the reporting of news from those populations and neighborhoods. Includes material from journalism, political science, sociology, economics and communications. Course contains less than 100% LAC content.	75%	1	X	15	X	X		X
JOU 6107	Advanced Public Affairs Reporting A journalist's examination of the judicial system, from police headquarters to the courtroom.	100%	3	X	19	X			X
JOU 6118	Investigative Reporting Techniques The practice of investigative reporting techniques emphasizing problem solving in developing stories from conception to finished product. Course contains less than 100% LAC content.	50%	3	X	19	X	X		X

JOU 6119	Advanced Print Reporting Traditional and innovative reporting techniques, from searching archives and interviewing to manipulating databases and scouring the Internet. Course contains less than 100% LAC content.	50%	3				X	X		X
JOU 6193	Thinking Like a Writer Principals and techniques that are common to good writing, regardless of the medium. Students learn to read, observe, and think as writers.	100%	3							X
JOU 6931 FLAC	Journalism: The World Economy This class presents an examination of the important themes that affect economic life of America and the World. Taught in Spanish.	100%	3							X
MMC 3303 Global Learning designated	Global Media and Society The course will familiarize the student with a multi-cultural global perspective of a multi-media world. The aim of the course is to create a foundation of global media literacy. Course contains less than 100% LAC content.	75%	3	X	662	X	X			X
MMC 4304 Global Learning designated New	Strategic Communication Seminar: Hispanic Marketing Communications In contrast to other advertising and public relations courses, the focus of this course will be to understand the elements of effective communications in a multicultural as well as global environment. Course contains less than 100% LAC content.	50%	3	X	78	X	X			X

MMC 4930/4939	Integrated Communication Seminar: Hispanic Marketing Variable topics seminar dealing with one selected area of advertising or public relations, such as multi-cultural communications, sports communication, integrated communications cases, or media relations.	100%	3							X
MMC 4930	Integrated Communications Seminar, Jamaica An Integrated Communications Seminar that teaches skills needed to promote cultural entities/destinations based on local needs using social and multi-media through advertising, public relations, journalism and marketing. Taught in Jamaica, West Indies.	100%	3					X		X
MMC 5306 Interdisciplinary	Global Communications This course explores global markets and intercultural communications while providing advanced study, evaluation and application of cultural context, theories, stakeholders, and trends in media, advertising, and public relations. Analysis of ethical, legal, political, and social communications issues around the globe. Includes material from mass communications, public relations and political science. Course contains less than 100% LAC content.	25%	3	X	28	X	X			X
MMC 5440	Applied Research Methods in the Mass Media An advanced course in the acquisition and use of secondary data, including media data, as well as the design, execution, and utilization of research studies. Course contains less than 100% LAC content.	50%	3	X	63	X	X			X

MMC 5932 Interdisciplinary FLAC	Seminar: Inter-American Relations and Media Explores the theories and historic elements of inter-American relations, emphasizing international relations between Latin America and the United States. Taught in Spanish. Includes material from political science, international relations, and communications.	100%	3	X						X
MMC 6108	Theories of Mass Communication Examines theories and processes of mass communication as well as media responsibility to society and the social ethical responsibility of communicators.	100%	3	X	33	X	X			X
MMC 6635	Contemporary Issues in Mass Communication Contemporary issues regarding media responsibility to society and the social responsibility of communicators. Analysis and evaluation of media ethics and performance. Course contains less than 100% LAC content.	50%	3	X	53	X	X			X
PUR 5406	Multi-Cultural Communications Explores the multi-cultural dimensions of communications with diverse audiences both internationally and within the United States. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	21	X	X			X
RTV 5935	Seminar in International Comparative Broadcasting Systems Introduction to international telecommunication systems with special emphasis on broadcasting. Comparison with other countries. Course contains less than 100% LAC content.	25%	3							X

RTV 6309 FLAC	Visual Storytelling and Production the course analyzes the content of Spanish-language television news coverage. Students have to produce stories on issues that affect the local community. Taught in Spanish. Course contains less than 100% LAC content.	25%	3	X	19	X	X	X	X
VIC 3400 Global Learning Designated New	Visual Design for Globalized Media The course explores the relationship between images and messages in global media and the primary role that visual design plays in globalized media presentations. Course contains less than 100% LAC content.	75%	3	X	899	X	X		X
VIC 5205	The Language of Visual Communication A course that explores the relation between image and message in the media.	100%	3	X	33				X
VIC 6005	The Language of Visual Communication A course that explores the relation between image and message in the media.	100%	3	X	19				X
Labor Studies									
LBS 3001 Global Learning designated	Introduction to Labor Studies Provides an overview of labor issues, and compares and contrasts societal and cultural differences between “globalized” jobs in different societies, between the cultural conditions attendant to low-wage jobs and other jobs, and between the culture of employment at different periods in history. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	696	X	X		X

LBS 3480 FLAC New	Introduction to Conflict Resolution in Spanish Explores the emergence and management of human conflict at different levels of analysis and alternative methods of dispute resolution. Taught in Spanish. Course contains less than 100% LAC content.	75%	3	X	6					X
LBS 4154 Global Learning designated	Workers & Diversity Studies the theoretical debates surrounding the workforce participation of women and minorities as well as the historical position of these groups in the labor force. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	8			X		X
LBS 4610	Cross Cultural Dimensions of Latin American Labor Relations A survey of the issues, techniques, and professional competencies required to effectively understand and contribute to furthering fluid and productive labor management relationships in the hemisphere.	100%	3							
LBS 4653	Labor Movements in Developing Countries The role that unions play in developing countries the relationship between economic development strategies and union structure/strategy; role of unions in representing popular social sectors. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3							

LBS 4654 Global Learning designated	Comparative and International Labor Studies labor issues from a comparative and international perspective, emphasizing the impact of international organizations on labor relations systems. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	3	X	X	X	X
LBS 5155 Global Learning designated	Workplace Diversity Studies the theoretical debates surrounding the workforce participation of women and minorities as well as the historical position of these groups in the labor force. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	18	X	X	X	X
LBS 5485	Fundamentals of Conflict Resolution Survey of the major contemporary theories of organizational functioning and the management of conflict within and among organizations in a globalized world. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	21	X	X	X	X
Latin American and Caribbean Studies									
ISS 3214 Interdisciplinary New	Fundamentals of Globalization This course examines globalization in all its diverse forms of world-wide interconnection, including its effect on international security, political economy, culture and other issues. Includes material from international relations and political science, communications, sociology, economics and religion. Course contains less than 100% LAC content.	25%	3	X					X

ISS 4284 Interdisciplinary New	North America Integration Analyzes issues related to U.S., Canadian, and Mexican relations and examines increasingly close, if uneven, Canadian/Mexican/U.S. trade partnership, climate/environmental issues, and security integration. Includes material from international relations, economics, international business, geography, political science, and environmental studies.	100%	3	X			X	X	
ISS 4930 Interdisciplinary New	Topics in Globalization. Includes material from international relations and political science. Contains at least 25% LAC case studies. Course contains less than 100% LAC content.	25%	3					X	
ISS 6216 Interdisciplinary New	Foundations of Globalization Advanced course to introduce students in the M.A. in Global Governance to the many nuances of globalization. Includes material from international relations and political science, sociology, business, environmental studies, and communication. Course contains less than 100% LAC content.	25%	3	X	34		X	X	
LAS 3002 Interdisciplinary	Introduction to Latin American and Caribbean Studies Interdisciplinary study of Latin America and the Caribbean, its key regions, historical periods, and concepts. Includes material from international relations, political science, sociology, law, anthropology, and history. Taught online regularly. May also serve as study abroad independent study course.	100%	3	X	50		X	X	

LAS 3993 Interdisciplinary FLAC	Introduction to Latin American and Caribbean Studies A multidisciplinary, multimedia survey of history, politics, societies, and cultures of the countries of Latin America and the Caribbean. Online. Includes material from history, economics, political science, sociology, anthropology, art, and international relations. Taught in Spanish. May be taught online.	100%	3					X			X
LAS 5920 Interdisciplinary	Teaching Latin American Studies Fundamentals in the teaching of Latin American Studies. Relevance and effectiveness of various methods and strategies, as well as pedagogy-related exercises. Includes material from international relations and political science.	100%	3	X	4		X	X			X
LAS 5933 Interdisciplinary	Graduate Seminar: Latin American and Caribbean Studies Indigenous Peoples & Socio-Environmental Conflicts in the Andean Amazon Exposes graduate students to interdisciplinary issues for students pursuing the MA in Latin American and Caribbean Studies. Includes material from anthropology and sociology.	100%	1	X			X	X			X
LAS 5955 Interdisciplinary	Haiti Study Abroad Study abroad examination of Haitian politics and society. Includes material from music, art, sociology, history, anthropology, gender studies, religion, political science, media studies, language, literature and international relations.	100%	3					X	X		X

LAS 5993 Interdisciplinary	Latin America Regional Dynamics: Past and Present The course focus is on the forces that have shaped Latin America as a region during its 200 years of independent history. It will analyze the formal regional and sub regional integration agreements, but also other forces shaping the region such as culture and ideology, migration patterns, race relations, and external powers. Includes material from political science, history, sociology, anthropology, and international relations.	100%	3								X
LAS 6003 Interdisciplinary	Survey of Latin America A multidisciplinary, multimedia survey of history, politics, societies, and cultures of the countries of Latin America and the Caribbean. Includes material from international relations, political science, economics, sociology, and anthropology.	100%	3	X	13	X	X				X
LAS 6905 Interdisciplinary	Directed Research in Latin American and Caribbean Studies Directed research under a major professor conducted to meet MALACS graduation requirements instead of a thesis. Two directed courses are required. Includes material from political science, international relations, history, arts, sociology and anthropology.	100%	3	X	14	X	X				X
LAS 5907	Independent Study	100%	3	X	7	X	X				X
LAS 6934 FLAC	Research Seminar: Latin American and Caribbean Studies Introduces students to intermediate level research methods while they complete a directed research project in Latin American and Caribbean studies. May be taught in Spanish.	100%	3	X	8	X	X				X
LAS 6942	LACC Internship	100%	3	X	11	X	X				X
LAS 6970	LACC Thesis	100%	3	X	3	X	X				X

Law									
LAW 5259 FLAC	<p>Introduction to International and Comparative Law This new course introduces students to public international law, international economic law, and comparative law. The comparative component compares and contrasts the common law system that prevails in the United States to civil law systems, especially as they have evolved in Latin America. Uses 25% LAC case studies. Course contains less than 100% LAC content. May be taught in Spanish or Portuguese.</p>	25%	3	X	160	X	X	X	X
LAW 6103 New	<p>International Criminal Law The course explores international crimes, such as genocide, crimes against humanity, torture, narcotics trafficking, terrorism, and war crimes. It focuses on contemporary responses by way of international criminal jurisdiction claimed by individual states, bilateral cooperation on extradition and evidence gathering, prosecutions before ad hoc international tribunals, and the development of an international body of criminal law and procedure. Particular attention is paid to the question of jurisdiction, including the reach of U.S. Constitutional protections to investigations and law enforcement activities overseas. Special consideration is given to international terrorism, the role of human rights in international criminal law, and the establishment of an international criminal court. Course contains less than 100% LAC content.</p>	25%	2-3	X	44	X	X		X

LAW 6234 New	Race and the Law This course will consider contemporary theories of law and questions of racial justice, including the relationship between developments in the social sciences on the nature of race, racism, prejudice and discrimination, and the interpretation of constitutional and statutory protections against racial discrimination.					2-3				X		X
LAW 6261 Interdisciplinary	International Business Transactions The course provides an overview of the domestic, foreign, and international law governing international business transactions, as well as the impact of North American Free Trade Agreement and the General Agreement on Trade and Tariffs. Uses 25% LAC case studies. Includes material from international law, international business, international relations and political science. Course contains less than 100% LAC content.	25%	3							X		
LAW 6263	International Human Rights This course is an introduction to the international law protecting human rights. It examines the theory and the history of the field, together with key United Nations documents. International treaty and non-treaty mechanisms for protecting and promoting human rights, including regional systems and the role of nongovernmental organizations, are covered. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3							X		X

LAW 6264	Immigration Law Examines the Immigration and Nationality Act. Focuses on the immigrant and nonimmigrant visa systems, political asylum and refugees, exclusion and deportation of the foreign-born, and naturalization. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	2-3	X	31	X	X	X	X
LAW 6265	International Litigation This is a study of international litigation for the resolution of private and public disputes. Course contains less than 100% LAC content.	25%	2-3			X			X
LAW 6316 New	International Commercial Arbitration The course covers the basics of the law and practice of international commercial arbitration, including: drafting arbitration clauses in international transactions and enforcement of arbitral agreements; preparing and presenting cases before arbitral tribunals, including issues of witnesses, experts, discovery and evidence; recognition, enforcement and setting aside of arbitral awards; the major international arbitral institutions and their rules of procedure; the relationship between international arbitration and national court systems; and various treaties and conventions dealing with international arbitration. Course contains less than 100% LAC content.	25%	2-3	X	20	X			X

LAW 6574	<p>International Intellectual Property Law This course provides students with an overview of intellectual property (IP) law in the global context, commencing with a survey of patent, copyright and trademarks. We will learn about the multilateral institutions that address IP issues, and study the leading multilateral IP treaties, including the World Trade Organization Agreement on Trade-Related Intellectual Property Rights, the Paris Convention for the Protection of Industrial Property, the Berne Convention for the Protection of Literary and Artistic Works, and other international agreements that facilitate the protection of IP interests in multiple countries. In addition to studying domestic and international mechanisms for the protection of IPRs, we will review current issues in International IP law and policy. Course contains less than 100% LAC content.</p>	25%	2-3	X	11					X
LAW 6935	<p>Caribbean Law and Development Covers the legal and judicial systems of the Caribbean countries and the process by which these systems were introduced.</p>	100%	2-3	X	12	X				X
LAW 6936	<p>Seminar: Latin American Constitutionalism Provides an opportunity for intensive analysis of legal and policy issues in a specialized area of study, culminating in a major research paper or a series of shorter papers. Requires a considerable investment of time by students and faculty, and a corresponding responsibility for thorough preparation and participation by all members of the seminar.</p>	100%	3			X				X

LAW 6936	Seminars: Law and Politics in Latin America. Topic ID#3 Seminar provides an opportunity for intensive analysis of legal and policy issues in a specialized area of study, culminating in a major research paper or a series of shorter papers. Requires a considerable investment of time by students and faculty, and a corresponding responsibility for thorough preparation and participation by all members of the seminar. Some seminars may also include a final examination.	100%	3	X	13	X		X	
LAW 7262	International Trade Law and Policy Concerns the national and international regulation of imports and exports. Law, policy, and economics of the international trading system will be discussed. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	2-3	X	17	X		X	
LAW 7268 Interdisciplinary	International Environmental Law This course focuses on issues including marine pollution, transboundary movement of hazardous waste, climate change, biodiversity, the relation of population and the environment, and other global and transboundary environmental problems. Includes material from international law, environmental studies, and sociology. Course contains less than 100% LAC content.	25%	2-3					X	

LAW 7285 FLAC	Comparative Legal Profession The focus of the course is on effective communication with Spanish-speaking colleagues and clients rather than on grammar or punctuation, emphasizing both oral expression and legal writing skills. Taught in Spanish or Portuguese.	100%	2-3	X	9			X	X
LAW 7680	International Taxation The course involves a study of the federal income tax laws and international tax treaty provisions that apply to transactions that cross international boundaries. Course contains less than 100% LAC content.	25%	2-3						X
LAW 7943 New FLAC	Advanced Immigration and Human Rights Clinic Advanced clinical training under the supervision of a law school faculty member in order to undertake work on complex cases or projects, including completing project(s) or case(s) begun by a student during the Immigration and Human Rights Clinic. Such advanced work may include appellate advocacy, impact litigation, legislative advocacy, community organizing, and other work in the area of immigration and human rights. Course contains less than 100% LAC content. May include professional work conducted in Spanish or Haitian Creole.	25%	1-2						X

LAW 6941	Immigration and Human Rights Clinic Provides experience representing clients seeking political asylum in the United States and work on other immigration and human rights cases. Uses 25% LAC case studies. Course contains less than 100% LAC content. May include professional work conducted in Spanish or Haitian Creole.	25%	6	X	25	X				X
Medicine										
BMS 6827 Interdisciplinary	Socio-Economic and Cultural Aspects of Health This course aims to provide a baseline of empirical knowledge needed to understand and promote health in communities and populations that physicians serve through the lenses of disparities, cultural competency, social determinants, environmental stress, and its concomitant physiological responses. Includes material from medicine, biological sciences, economics, public health, environment, psychology and sociology. Course contains less than 100% LAC content.	25%	1	X	117	X				X
Modern Languages, Linguistics and Film										
FIL 4881 Interdisciplinary	Hispanic Culture: Women & Film Images and roles of Hispanic women in Latin America, Spain, and the US. Enhances understanding of women in Hispanic culture through films and readings. Includes material from film studies, history, sociology, gender studies, and anthropology.	100%	3	X	25	X	X			X

FIL 5846 Interdisciplinary	Latin American Film The study of 20th century films and documentaries produced by leading Latin American directors. Films are examined in relation to Latin American Society and its literary creations. Includes material from film studies, history, sociology, and anthropology.	100%	3	X	5					X
FOL 3905/LAS 3002	Haiti Study Abroad	100%	1-3	X	8	X	X	X		X
FOL 3955 Interdisciplinary	Advanced Haitian Creole Study abroad credits. Individual cases will be evaluated for approval. Includes material from english, history, sociology, and linguistics.	100%	3	X	31		X			X
FOL 5943	Foreign Language Teaching Methods Explores communicative approaches to foreign language teaching and learning. Prerequisite: Graduate standing	Varies	3				X			X
FOW 3540	Bicultural Writings Experiment in linguistic pluralism. Content and focus to be determined by the international community.	100%	3	X		X				X
FOW 5545	Bicultural Writings Experiment in linguistic pluralism. Content and focus to be determined by the international community. Course contains less than 100% LAC content.	25%	3	X						X
FRE 3410	Advanced French Conversation To develop oral proficiency skills and a greater awareness of French culture.	100%	3	X	30	X	X			X

FRE 3413	Communication Arts Develop communicative competence through intensive oral class work. Emphasis on ability to express ideas and appreciation of multiple aspects of French culture.	100%	3	X	14	X	X	X	
FRE 3420	Review Grammar/Writing I Practice in contemporary usage through selected readings in culture and civilization. Development of writing and speaking ability in extemporaneous contexts. The course will be conducted exclusively in the target language.	100%	3	X	46	X	X	X	
FRE 3421	Review Grammar/Writing II Instruction and practice in expository writing in French, with emphasis on organization, correct syntax, and vocabulary building.	100%	3	X	34	X	X	X	
FRE 3441 Interdisciplinary	Advanced Business French Provides intermediate training in the acquisition and application of business skills from an applied language vantage point. Includes material from linguistics, and international business.	100%	3					X	
FRE 3500 Interdisciplinary	History of French Civilization Open to any student who understands the target language. The development of a particular civilization. Emphasis on the evolution of a society, its ideas, and its values. Includes material from linguistics and sociology.	100%	3	X		X	X	X	

FRE 3504 Interdisciplinary	Language and Culture Emphasis on oral skill applied to contemporary culture, to enhance student's knowledge and understanding of French way of life in Francophone world. Emphasis is also placed on acquisition and intensive practice of vocabulary and grammar. Includes material from linguistics and sociology.	100%	3	X	1	X	X	
FRE 3780	French Phonetics An introductory course in French linguistics. Includes the International Phonetic Alphabet and a systematic inventory of all the sounds of French, with refinement exercises in the language laboratory.	100%	3	X	37	X	X	X
FRE 4422	Review Grammar/Writing III A study of various aspects of forms and styles, with emphasis on expository writing in French.	100%	3	X		X		X
FRE 4503 Global Learning designated	La Francophonie Analysis of the different varieties of French spoken outside of France, includes French Caribbean Creoles. Also examines the political alliance of Francophonie countries. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3	X	17		X	X
FRE 4840	History of the Language I The internal and external history of the French language from Latin to Old French. Examination of some of the first texts written in French.	100%	3					X

FRE 5506	La Francophonie Analysis of the different varieties of French spoken outside of France, includes French Caribbean Creoles. Also examines the political alliance of Francophonie countries. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%								X
FRE 5508	La Francophonie Analysis of the different varieties of French spoken outside of France, includes French Caribbean Creoles. Also examines the political alliance of Francophonie countries. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3	X					X	X
FRE 5735	French Language: Special Topics Content to be determined by students and instructor. Prerequisite: Graduate standing.	Varies	3				X		X	X
FRE 5735 Interdisciplinary	Seminar: Language, Race, Identity and Power Examines the use of language in societies where standard and non-standard language varieties exist and explores how language influences the construction of race, identity, nation, and nationality. Emphasis on Caribbean and Latin American societies where enslaved populations have contributed to the emergence of new languages. 75% of course content focuses on countries in Latin America and the Caribbean, including Bolivia, Peru, Haiti, Barbados, and Cuba. Includes material from linguistics, sociology, anthropology, and history. Course contains less than 100% LAC content.	75%	3							X

FRW 4751 Interdisciplinary	Franco-Caribbean Literature Introduction to the Francophone literature of the Caribbean: study of a literary tradition in French, with special emphasis on post-World War II writers. Includes material from english, history, sociology, and linguistics.	100%	3				X	X	X	
FRW 5934 Interdisciplinary	Franco-Caribbean Literature Introduction to the Francophone literature of the Caribbean: study of a literary tradition in French, with special emphasis on post-World War II writers. Includes material from english, history, sociology, and linguistics.	100%	3	X	1		X	X		X
HAI 1072 Interdisciplinary	Haitian Creole for Medical and Legal Professionals Course designed for healthcare and legal professionals with no previous training in Haitian Creole. Emphasis on medical and legal terms in daily conversation related to health, hygiene and law. Includes material from linguistics, medicine and law.	100%	3	X	8		X	X	X	
HAI 1130 Interdisciplinary	Haitian Creole I This course is designed for students with no previous training in Haitian Creole. Emphasis on oral Haitian Creole and on acquiring basic language skills. Includes material from english, history, sociology, and linguistics.	100%	3	X	14		X	X	X	
HAI 3213 Interdisciplinary	Accelerated Haitian Creole Emphasis on oral skills, contemporary language and culture. Includes material from literature, history, sociology, and linguistics.	100%	3	X	24		X	X	X	

HAI 3214 Interdisciplinary	Accelerated Intermediate Haitian Creole Builds on accelerated course by continuing and expanding communicative activities. Includes material from literature, history, sociology, and linguistics.	100%	3	X	31	X	X	X	X
HAI 3220 New	Haitian Creole: Reading and Composition Designed to familiarize students with Haitian Creole spelling and writing system with a focus on precision when writing. May be taught online.	100%	3				X	X	X
HAI 3370 Interdisciplinary	Haiti: Study Abroad Orientation to Haiti's history, geography, religious practices, and social customs through classroom instruction, reading, and discussion, culminating in a two week tour of Haiti. Includes material from english, history, sociology, and linguistics.	100%	3				X	X	X
HAI 3500 Interdisciplinary	Haiti: Culture and Language Provides a multidisciplinary perspective, a general understanding of the Haitian culture and language. Includes material from english, history, sociology, and linguistics.	100%	3	X	16	X	X	X	X
HAI XXXX Interdisciplinary	Haitian Creole Translation Course will focus on legal translation, providing training in translating most commonly used legal documents. Includes material from english, history, sociology, and linguistics.	100%	3					X	X
HAI 5235 Interdisciplinary	Haitian Creole Seminar: Provides a multidisciplinary perspective, a general understanding of the Haitian culture and language. Includes material from english, history, sociology, and linguistics.	100%	3	X	2	X	X	X	X

LIN 4620	Studies in Bilingualism Readings and analysis of bilingual programs and binational goals.	100%	3				X			X
LIN 4626 New	Bilingualism and Language Policies Linguistic diversity and language policies in North America. The sociolinguistic situation of selected heritage speakers, particularly Hispanic and Asian groups, and issues in bilingualism.	100%	3							X
LIN 4640 Global Learning designated New	Languages & Cultures of the World Investigation of the major language families of the world, evolution of human language, and sociocultural, political, and historical influences on languages and language families. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3					X		X
LIN 4931 New	Special Topics in Linguistics: Language in US Latino Communities	100%	3				X	X		X
LIN 5574 Interdisciplinary	Languages of the World Examines the richness of human linguistic diversity while demonstrating concurrently the underlying universality of human language. Uses 50% LAC languages. Cross-listed with various Modern Languages courses occasionally. Includes material from linguistics and sociology. Course contains less than 100% LAC content.	50%	3	X	6		X	X		X
LIN 5604	Spanish in the US Examines sociolinguistic research into Spanish in the US: varieties of Spanish, language attitudes, language contact and change, and aspects of language use.	100%	3				X	X		X

LIN 5625	Studies in Bi-Linguism Readings and analysis of bilingual programs and binational goals. Course contains less than 100% LAC content.	25%	3				X			X
LIN 6608 Interdisciplinary	Special Topics Seminar: Language, Race, Identity and Power Examines the use of language in societies where standard and non-standard language varieties exist and explores how language influences the construction of race, identity, nation, and nationality. Emphasis on Caribbean and Latin American societies where enslaved populations have contributed to the emergence of new languages. 75% of course content focuses on countries in Latin America and the Caribbean, including Bolivia, Peru, Haiti, Barbados, and Cuba. Includes material from linguistics, sociology, anthropology and history. Course contains less than 100% LAC content.	75%	3				X	X		X
LIN 6934 New	Special Topics in Linguistics: Language in US Latino Communities	100%	3				X	X		X
POR 1130	Portuguese I Provides training in the acquisition and application of basic language skills.	100%	5		X	31	X	X		X
POR 1131	Portuguese II Provides training in the acquisition and application of basic language skills.	100%	5		X	20	X	X		X
POR 2200	Intermediate Portuguese Provides intermediate training in the acquisition and application of basic language skills.	100%	3				X	X		X

POR 2340	Portuguese for Heritage Speakers I Begin development of written and oral skills for bilinguals educated outside of a Portuguese-speaking country. Assumes fluent speaking ability, but limited or no reading and writing skills.	100%	3								X
POR 2341	Portuguese for Heritage Speakers II Continued development of written and oral skills for bilinguals educated outside of a Portuguese-speaking country. Assumes fluent speaking ability, but limited or no reading and writing skills.	100%	3								X
POR 3202 Interdisciplinary	Accelerated Portuguese I Accelerated course for students fluent in Spanish. Encourages rapid acquisition by intensive exposure to the language through immersion activities, videos, and culture. Includes material from history, sociology, and linguistics.	100%	5	X	219	X	X				X
POR 3233 Interdisciplinary	Accelerated Portuguese II Accelerated course for students fluent in Spanish. Encourages rapid acquisition by intensive exposure to the language through immersion activities, videos, and culture. Includes material from history, sociology, religious studies, and linguistics.	100%	5	X	98	X	X				X
POR 3343	Advanced Portuguese for Heritage Speakers Improvement of reading and writing skills through grammar review, composition, and literary readings for advanced heritage speakers of Portuguese.	100%	3								X

POR 3400	Advanced Oral Communications Development of oral skills through a variety of activities: Readings and recitations, public speaking, debate, skits video production, and drama.	100%	3	X	28	X	X	X		X
POR 3420	Portuguese Review Writing/Grammar I Practice in contemporary usage through selected readings in culture and civilization.	100%	3	X	3	X	X	X		X
POR 3421 Interdisciplinary	Portuguese Review Writing/Grammar II Examination of grammatical theory; discussion of the modern essay. With a focus on current international events as course content. Includes material from linguistics and international relations.	100%	3	X	28					X
POR 3440 Interdisciplinary	Portuguese for Business Presents the special language needs for conducting business in Portuguese, with emphasis on the commerce and culture of Brazil. Includes material from international business and economics.	100%	3	X		X	X	X		X
POR 3500 Interdisciplinary Global Learning designated	Luso-Brazilian Culture Open to any student who understands Portuguese. The development of Portuguese speaking civilizations, with emphasis on either Portugal or Brazil: history, art, music, daily life, impact on other cultures. Includes material from linguistics, art history, music, politics and sociology.	100%	3	X			X	X		X
POR 4470 Interdisciplinary	Foreign Study: Advanced Portuguese Language and Literature Up to a full semester of credit for foreign residence and study/work. Includes material from history, sociology, political science, religious studies, and linguistics.	100%	Varies	X	11	X				X

POR 4480 Interdisciplinary	Twentieth Century Brazilian Novel Emphasis on a particular period and/or region, such as the northeast from 1930-1960: Jorge Amado, Raquel de Queiroz, Graciliano Ramos, Lins de Rego; or similar focus. Includes material from linguistics, politics, gender studies, queer studies, literature and history.	100%	3	X					X
POW 3284 Interdisciplinary	Brazilian Short Story Short stories by major Brazilian authors serve to expand students reading ability and help them become familiar with modern Brazilian life. Includes material from history, sociology, politics, arts, and religious studies.	100%	3	X	10		X		X
POW 4390 Interdisciplinary	Brazilian Cinema An examination of Brazilian films and culture from Cinema Novo to the present. Focuses on the northeast, urban society, magic and the Amazon. Taught in Portuguese. Includes material from linguistics, politics, sociology, environment, religion, history, and film.	100%	3			X			X
POW 4701 Interdisciplinary	Masterworks of Brazilian Literature Readings from the most important authors of Brazil, in several genres, presented in a chronological framework. Authors include M. de Assis, M. de Andrade, M. Bandeira, C. Lispector, etc. Includes material from linguistics, literature and history.	100%	3	X	12				X
POW 4905	Independent Study Project , field experience, readings, or research.	100%	1-3	X	1		X	X	X

POW 4930 New	Representations of Rio de Janeiro Looks at the realities and imagined identities of Rio de Janeiro and its interaction with diverse communities at the local level, other states in Brazil and with the outside world more broadly.	100%	3							X	X
POW 4930	History of Portuguese Language raises awareness on the linguistic contrast between Spanish and Portuguese and sharpens insight into how Portuguese and Spanish differ from each other as a result of historical developments.	100%	3								X
POW 4930	Brazilian Cinema An examination of Brazilian films and culture from Cinema Novo to the present. Focuses on the northeast, urban society, magic and the Amazon. Taught in Portuguese.	100%	3				X				X
PRT 3401 Interdisciplinary	Literature in Translation Masterpieces of Portuguese literature in English. Comparative use of the original text. Discussion and interpretation. Includes material from linguistics, political science, gender studies, literature and history.	100%	3								X
PRT 3510 Interdisciplinary Global Learning designated New	Witnessing War in Lusophone Cultures Introduction to Witness Literature in Portuguese-speaking cultures (Portugal, Brazil, Angola, Mozambique) with a focus on challenges and dilemmas of the act of witnessing war. Includes material from linguistics, sociology and history.	100%	3					X		X	X

PRT 4391 Interdisciplinary	International Perspectives in Brazilian Cinema Addresses cinema production in Brazil in an international context, with special emphasis on the post Embrfilme era and international co-production. Includes material from international relations, politics, religious studies, art, sociology, environmental studies, gender studies, queer studies, performance studies, music, film and history.	100%	3							X	X
SPN 1130	Spanish I Course designed specifically for beginning university students with no previous language study.	100%	5	X	1635	X	X				X
SPN 1131	Spanish II Emphasis on oral Spanish and on acquiring basic language skills.	100%	5	X	1647	X	X				X
SPN 2200	Intermediate Spanish I Provides intermediate training in the acquisition and application of basic language skills.	100%	3	X	92	X	X				X
SPN 2201	Intermediate Spanish II Focuses on the development of listening and reading comprehension skills, and encourages maximum oral interaction and the practice or writing.	100%	3	X	65	X	X				X
SPN 2210 Interdisciplinary	Oral Communication Development of oral skills through skits, debates, and contextualized communication. Includes material from history, sociology, and anthropology.	100%	3	X	129	X	X				X

SPN 2233 Interdisciplinary	Intermediate Reading in Spanish Provides opportunities to develop fluency. Emphasis on selected literary and or cultural readings intended to stimulate communication and enhance an understanding of Hispanic culture. Includes material from history, sociology, and anthropology.	100%	3	X	235	X	X	X
SPN 2240	Intermediate Spanish Conversation This course helps students maintain and increase their ability in the language.	100%	3	X	62	X	X	X
SPN 2270	Foreign Study: Advanced Language and Literature Up to a full semester of credit for foreign residence and study/work.	100%	6	X	6	X	X	X
SPN 2330 Interdisciplinary	Advanced Readings in Spanish Further develops, at an advanced level, appropriate reading, oral, and writing skills. Emphasis on advanced cultural and literary readings by Spanish and Spanish American authors. Includes material from linguistics, literature and history.	100%	3	X	171	X	X	X
SPN 2340	Intermediate Spanish for Native Speakers Improvement of spelling, grammar, vocabulary, reading, writing, and oral skills for Hispanic bilinguals educated in the US with less than two years training in Spanish.	100%	3	X	808	X	X	X
SPN 2341	Accelerated Intermediate Spanish for Native Speakers Develop cultural and linguistic competence through intensive oral and written work.	100%	3	X	94	X	X	X

SPN 3301	Spanish Review Grammar & Writing Practice in contemporary usage through selected readings in culture and civilization. Development of writing and speaking ability in extemporaneous contexts.	100%	3	X	39	X	X	X		X
SPN 3343	Advanced Spanish for Native Speakers Improvement of literacy skills through grammar review, composition, and selected readings of representative Hispanic authors, including Cuban, Puerto Rican, and Chicano authors.	100%	3	X	57	X	X	X		X
SPN 3401	Advanced Spanish Conversation Improvement of oral proficiency and listening comprehension skills, correction of accent, and vocabulary building. Use of small group conversation, pronunciation tapes, and varied outside readings.	100%	3	X	32	X	X	X		X
SPN 3410	Advanced Oral Communication Development of oral skills through a variety of speaking and conversational activities: public speaking, debate, drama, and recitation.	100%	3	X	23	X	X	X		X
SPN 3422	Advanced Grammar and Composition Advanced readings of authentic material. Preparation and documentation of written monographs.	100%	3	X	42	X	X	X		X
SPN 3440 Interdisciplinary	Spanish Business Composition Training in the special writing needs of business: letter writing, memoranda, brochures, advertising, proposals, declarations, and government documents. Includes material from journalism and mass communication, advertising, law, and government.	100%	3	X	62	X	X	X		X

SPN 3444/SPN 3993 Interdisciplinary Global Learning designated FLAC New Online	Spanish for Business in Latin America Designed to provide students with a background in Spanish at the advanced level, a foundation in the vocabulary used in the business world, and experience writing essays in Spanish on business and economics topics. Previously offered as Special Topics. Includes material from linguistics and international business.	100%	3					X	
SPN 3702	Applied Linguistics Examination of available linguistic materials for self-instruction. Problem-solving in syntax and phonetics, through the application of modern/traditional methods.	100%	3					X	
SPN 3733	General Linguistics Examination and synthesis of the concepts and perspectives of major contributions to language theory.	100%	3	X	41	X	X		
SPN 3993/SPN 3444 Interdisciplinary Global Learning designated FLAC Online	Special Topics: Spanish for Business in Latin America Designed to provide students with a background in Spanish at the advanced level, a foundation in the vocabulary used in the business world, and experience writing essays in Spanish on business and economics topics. Includes material from linguistics and international business.	100%	3	X	19	X			
SPN 4500 Interdisciplinary	Spanish Culture: Open to any student who understands the target language. The development of a particular civilization. Emphasis on the evolution of a society, its ideas and its values. Includes material from linguistics and sociology.	100%	3	X	42	X	X		X

SPN 4520 Interdisciplinary Global Learning designated	Spanish American Culture Introduction to the major artistic and cultural phenomena in Latin America. Art, music, film, and literature will be discussed in their cultural context. Includes material from history, sociology, and religious studies.	100%	3	X	100	X	X		X
SPN 4521 Interdisciplinary	Topics on Latin American Culture Study of the evolution of national identity in Latin America, from the 19th century to the present. Includes material from history, anthropology, and sociology.	100%	3	X		X			X
SPN 4704 New	The Structure of Spanish A diachronic, synchronic, and pedagogical analysis of the different grammatical structures of the Spanish language.	100%	3			X	X		X
SPN 4802	Contrastive Syntax Contrasts in the grammatical systems of English and Spanish with emphasis on structures with equivalent meanings. Recommended for students of translation and interpretation.	100%	3	X	24		X		X
SPN 4840 Interdisciplinary	History of the Language The internal and external history of language development. Examination of model texts from key periods of evolution. Includes material from history, anthropology, and sociology.	100%	3						X
SPN 4930	Special Topics in Linguistics: Structure of Spanish	100%	3						X
SPN 4936	Senior Seminar Topic and approach to be determined by instructor. Always in Spanish.	100%	3	X	14	X	X		X

SPN 5515 Interdisciplinary	Cultural Representations of the Spanish Civil War Representations for the Spanish Civil War in literature, film, and the other arts. Includes material from linguistics, history and film.	100%	3							X
SPN 5525 Interdisciplinary	Spanish American Culture Introduction to the major artistic and cultural phenomena in Latin America. Art, music, film, and literature will be discussed in their cultural context. Includes material from history, sociology, and religious studies.	100%	3	X			X			X
SPN 5535 New	Hispanic Romanticism. The course studies Romanticism and its literary production both in Spain and Spanish-America. It provides a general understanding of the main aspects of the movement by discussing a selection of prose, drama and poems.	100%	3				X		X	X
SPN 5705	Spanish Structure An introduction to Spanish linguistics. Topics include Spanish phonetics, phonology, morphology, and syntax.	100%	3							X
SPN 5736	Spanish as a Heritage Language: Acquisition and Development Examines applied linguistics research and practice concerning acquisition, retention and literacy development of Spanish as a minority or heritage language in the United States.	100%	3				X			X
SPN 5845	History of the Language The internal and external history of language development. Examination of model texts from key periods of evolution.	100%	3							X

SPN 5908	Independent Study Project , field experience, readings, or research.	100%	3				X			X
SPN 6395 New	Latin American Literature and Film in an Age of Globalization. Examines the latest trends in Latin American literature and film in light of cultural dynamics of globalization. Focuses on major works that have emerged from Latin America since 2000.	100%	3				X	X		X
SPN 7980	Ph.D. Dissertation Research toward the completion of a doctoral dissertation.	100%	1-12	X	43		X	X		X
SPT 3800 Interdisciplinary	Foundation of Translation Skills Techniques of translation, in Spanish and English, applied to law, business, technology, and literature. Includes material from linguistics, literature, international business and law.	100%	3	X	37		X	X		X
SPT 3812	Foundations of Interpreting Exercises in sight translation, consecutive and simultaneous interpretation in Spanish and English.	100%	3	X	34		X	X		X
SPT 4803 Interdisciplinary	Practica in Legal Translation Provides advanced training in translating most commonly used legal documents in both civil and criminal procedures. Includes material from linguistics and law.	100%	3	X	23		X	X		X
SPT 4804 Interdisciplinary	Practica in Legal Interpretation Training in consecutive and simultaneous interpretation of both civil and criminal legal proceedings before Federal and State courts. Includes material from linguistics and law.	100%	3	X	22		X	X		X

SPT 4805	Translation in Communication Media Provide insight into the techniques of translation of advertising, public relations, and publicity materials.	100%	3	X			X	X	X	
SPT 4806	Oral Skills for Interpreters Voice production in sight translation, consecutive and simultaneous interpretation. Vocal projection, enunciation and phonetics, theory and practice.	100%	3	X	19		X	X	X	
SPT 4807 Interdisciplinary	Practica in Business Translation Business and language translation and the business world. Principals, techniques, and methods of business translation. Includes material from linguistics and international business.	100%	3	X	26		X	X	X	
SPT 4808 Interdisciplinary	Practica in Technological Translation Language and technology. The translator in the technological world. Principals, techniques, and methods of technological translation. Includes material from linguistics and technology.	100%	3				X		X	
SPT 4809 Interdisciplinary	Practica in Medical Translation Medical language. The translator in the medical world. Principals, techniques, and methods of medical translation. Includes material from linguistics and medicine.	100%	3	X	17		X	X	X	
SPT 4813	The Interpreter and Language The interpreter as a linguistics expert. The stylistic levels of language. Legal jargon and street language in English and Spanish.	100%	3				X	X	X	

SPT 4814	Conference Interpreting Interpreting for international conferences and for diplomacy. Intensive practice in simultaneous interpretation.	100%	3	X		X	X		X
SPT 4820	Computer-Aided Translation The translating machine and computer aided translation. Machine operation.	100%	3	X	17				X
SPT 4940	Judicial Translation-Interpretation Internship Students will spend a semester working in state and federal courts under the supervision of a professor, in order to practice in situations in what they have learned.	100%	3	X	9	X	X		X
SPT 4941	Professional Translation-Interpretation Internship Students will spend a semester working in state and federal courts under the supervision of a professor, in order to practice in situations what they have learned.	100%	3	X	3	X	X		X
SPT 4830 Interdisciplinary	Interpreting for Business The principles and techniques of interpreting in the context of a bilingual (Spanish/English) business setting. Consecutive, simultaneous interpretation and sight translation of business matters. Includes material from linguistics and international business.	100%	3						X

SPT 4833 Interdisciplinary	Advanced Practica in Medical Translation Provides advanced training in the practice and theory of medical translation using the Internet as a fundamental tool. The course material is presented completely online and requires the student to become familiar with use of the internet as an essential instrument for investigation. Includes material from linguistics and medicine.	100%	3							X
SPT 4942 Interdisciplinary	Medical Interpreting Training medical interpretation, including ethics, professional standards, and roles of the medical interpreter. Extensive practice with authentic materials. Includes material from linguistics and medicine.	100%	3	X	19	X	X			X
SPW 3130 Interdisciplinary	Spanish American Literature Close reading and analysis of prose, poetry and drama. Selections from Spanish American Literature. Includes material from linguistics and literature.	100%	3	X	20	X	X			X
SPW 3371 Interdisciplinary	Latin American Short Story Readings from 19th and 20th century authors. Examination of short story techniques and of such themes as social satire, the nature of reality, reason, and irrationality. Includes material from linguistics and literature.	100%	3	X						X
SPW 3392 Interdisciplinary	Cuban Culture Through Cinema The evolution of popular culture in Cuba as expressed in films from the 1930s to the present. Includes material from linguistics, history, and film.	100%	3	X	21					X

SPW 3604 Interdisciplinary	Don Quijote A careful reading and discussion of Cervantes' Don Quijote, with particular attention to its multiple meanings in human terms, its innovative contributions to the novel in Europe, and the author's use of irony, characterization, and humor. Includes material from linguistics, literature and history.	100%	3								X
SPW 3720 Interdisciplinary	The Generation of 98 Based on the works of Azorin, Baroja, Gaiet, Machado, Maetzu, Unamuno, and Valle-Inclan. This course will emphasize the individual thrust each author makes to foster artistic revolution and human regeneration, within a society characterized by abulia and existentialist anxiety. Includes material from linguistics, literature and history.	100%	3	X	9						X
SPW 3820 Interdisciplinary	Peninsular Spanish Literature Close reading and analysis of prose, poetry, and drama. Selections from Spanish peninsular literature. Includes material from linguistics and literature.	100%	3	X	43			X	X		X
SPW 3940 Interdisciplinary	Special Topics: Detective Novel Crosslisted with SPW 5943 Approaches the different models and tropes of the genre and their relation to the social, political, and economic spheres in Latin America from the late 19th century until the present. Includes material from linguistics and history.	100%	3						X		X

SPW 4271 Interdisciplinary	The Spanish Novel of the 20th Century A study of the genre in Spain before and after the Civil War. Emphasis will be on predominant narrative tendencies. Representative authors will be discussed, such as Cela, Laforet, Sender, Matute, Medio, and others. Includes material from linguistics, literature and history.	100%	3							X
SPW 4280 Interdisciplinary	Spanish American Novel I: A view of Spanish American narrative from Colonial times to the turn-of-the-century with focus on the development of literary trends and movements. Prerequisites: SPW 3130 or SPW 3820 or permission of the instructor. Includes material from linguistics and literature.	100%	3							X
SPW 4281 Interdisciplinary	Spanish American Novel II Study of Spanish America's outstanding novelists. Considers their works in relation to Spanish American themes. Includes material from linguistics and literature.	100%	3					X		X
SPW 4300 Interdisciplinary	Modern Spanish Drama Examines the production of major Spanish playwrights from the middle of the 18th century to the present. Analyzes the social functions theatre has fulfilled in different periods, its intended audiences, and the poetics the authors represent. Includes material from linguistics, literature and history.	100%	3							X
SPW 4304 Interdisciplinary	Latin American Theatre A view of Latin American theater from the 19th century to the present. Includes material from linguistics, theatre and history.	100%	3							X

SPW 4344 Interdisciplinary	Golden Age Poetry Selected readings from the major lyric poets of the 16th and 17th centuries. Special attention to the problems of contemporary readings of classical texts. Includes material from linguistics and history.	100%	3						X	X
SPW 4364	The Spanish American Essay A study of the ideological and intellectual forces that have shaped the Spanish American thought.	100%	3							X
SPW 4384 Interdisciplinary	Spanish-American Literature Before Independence Studies Spanish-American literature prior to independence providing a general understanding of the development of literature from the Conquest to the Enlightenment. Includes material from linguistics, literature and history.	100%	3							X
SPW 4390 Interdisciplinary	Genre Studies: Latin American Film Surveys Latin American film from the 1920's to the present with an analysis of film movements, film history, and the relation of film to Latin American history. Includes material from linguistics, history and film.	100%	3	X	6					X

SPW 4397 Interdisciplinary	Tradition and Modernity in the Latin American Cinema This course explores the national cinemas and film industries of various regions in Latin America. We will analyze films both as artistic endeavors (formal qualities, cinematic styles and influences) and as sociological documents that provide a window into the socio-historical context of the nation in question, as well as the socio-economic conditions that facilitated that film's production. We will examine the history of Latin American cinema from the beginnings of sound to the present, with an emphasis on the tensions between tradition and modernity, nationalism and cosmopolitanism. Includes material from linguistics, history and film.	100%	3							X
SPW 4470 Interdisciplinary	Eastern Cultures and Travel Writing in Spanish Literature Studies the formation and influence of Asia in 19th century Spanish and Spanish-American literary discourse. Includes material from linguistics, literature and history.	100%	3							X
SPW 4580 Interdisciplinary	El Dorado in Hispanic Literature and Film The Age of Discovery and Conquest in Hispanic literature and film. Considers the works of Columbus, Cadeza de Vaca and Lope de Aguirre in contrast with contemporary reconstructions of their lives. Includes material from linguistics, history and film.	100%	3					X		X

SPW 4582 Interdisciplinary Online	Hispanic Gothic: Horror and the Fantastic in Spain and Latin America The forms and meaning of Gothic literature and film over the last two centuries in the Hispanic tradition. Outlines the major figures that define the genre in Spain and Latin America. Includes material from linguistics, history and film.	100%	3	X	17		X	X	X
SPW 4590	Creative Modes Discussion of a single mode or a plurality of epoch styles such as classical/baroque, realism/surrealism. The peculiar/common features of expressive media.	100%	3				X	X	X
SPW 4930 Interdisciplinary	Special Topics: Primitivism in Latin American Literature Explores cultural, chronological, and aesthetic primitivism in Latin American literature, art, and ideology, focusing on its role in the formation of national and continental identities. Includes material from linguistics, art, sociology and anthropology.	100%	3						X
SPW 4930 Interdisciplinary	Special Topics: Spanish American Women Writers Through a selection of poems, plays, and novels, this course studies Spanish-American women's production from Independence to the present times. Includes material from linguistics, literature and women's studies.	100%	3						X

SPW 4930 Interdisciplinary	Special Topics: Continuity and Change in Cuban-American Culture This class will examine a series of written and visual works in order to determine how Cuban-American culture is comparable and yet different from both of its component parts, and also how this subculture has evolved in Miami for over half a century. We will take an interdisciplinary approach as we look at Cuban-American society as an historical, social, and political phenomenon that continually changes as the notions of exile and immigration evolve over time. At the same time, we will consider the paradoxical relations of this community with its homeland, a contradiction inherent in novelist Guillermo Cabrera Infante's ironic observation that <i>Cuba es un paraíso que huimos tratando de regresar</i> . Includes material from linguistics, history and sociology.	100%	3							X
SPW 4941	Professional Translation - Interpretation Internship Students spend the semester working in State and Federal courts under the supervision of a professor.	100%	3							X
SPW 4942 Interdisciplinary	Medical Interpretation Training medical interpretation, including ethics, professional standards, and roles of the medical interpreter. Includes material from linguistics, and medicine.	100%	3							X
SPW 5155	Comparative Studies Cross-over and distinctiveness in a multilanguage problem, period, or aesthetic. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3							X

SPW 5237	The Traditional Spanish American Novel Study and analysis of the traditional Spanish novel as a form of art, from 19th century Lizardi's " <i>El periquillo sarniento</i> " to 1950.	100%	3							X
SPW 5277	Spanish Literature Writing: Twentieth Century Spanish Narrative Analysis of the Spanish novel from Ferlosio's "El Jarama" to the present. The perspective will be focused within historical, social, and artistic context. Representative authors such as Cela, Martin Santos, Umbral, Delibes, Benet, Goytisolo, and others will be included.	100%	3	X						X
SPW 5286	Contemporary Spanish American Novel A study of the Spanish American novel from 1950, with a focus on novelists best known for their innovations.	100%	3				X			X
SPW 5348	Avant-Garde Spanish Poetry: From Creacionismo to Lorca Analysis of the significance of the avant-garde as well as vanguard poetry during Spain's Silver Age. Contrast Spanish avant-garde poetry with modernism. Discuss F.G. Lorca and the Generation of 1927.	100%	3							X
SPW 5388	Travel Writing and Cultures in Spanish Literatures Studies Spanish and Spanish American travel literature and representation of otherness through different literary critical approaches.	100%	3							X
SPW 5396	History of the Cuban Cinema Overview of Cuban Cinema, from its origins to the present	100%	3	X				15		X

SPW 5405	Medieval Spanish Literature Readings in Medieval literature of Spain including the epic, the learned poetry of the XIIIth and XIVth Centuries, and the literature of Juan II's court.	100%	3								X
SPW 5407	The Renaissance in Spain Readings in the literature and cultural expressions of the Spanish Renaissance.	100%	3								X
SPW 5408	Colonial Latin American Literature The most important and representative literary works of Colonial Latin America from the <i>Cronicas</i> to Lizardi.	100%	3	X							X
SPW 5428	Theatre in Calderon and Lope The creation of verbal theatrical technique in the Baroque masters Calderon de la Barca and Lope de Vega.	100%	3						X		X
SPW 5475	19th Century Latin American Literature A study of the main literary works of Spanish speaking 19th century Latin America: Romanticism, Realism, Naturalism, and Modernism.	100%	3	X			13				X
SPW 5535	Hispanic Romanticism A transatlantic approach to literary production of Hispanic Romanticism. Course contains less than 100% LAC content.	50%	3					X			X
SPW 5546	Hispanic Neoclassicism Study of major Spanish and Spanish-American Neoclassic writers: Cadalso, Moratin, Jovellanos, Carrio de la Vandra, mier and Lizardi. Course contains less than 100% LAC content.	50%	3								X

SPW 5595 FLAC	<p>Realismo Mágico (y la tipología de la literatura no realista)</p> <p>This course explores the rise, influences, and development of Magical Realism in Latin American narrative and criticism, in the context of other modes of non-realist fiction, including Surrealism, psychological realism, existentialism, and the fantastic. Particular attention will be paid to narrative theory and technique through close readings of selected novels. We will explore the role of myth and allegory in the interpretation of history and in the literary construction of Latin American reality. The ideological implications of Magical Realism and “lo real maravilloso americano” will be debated, with the objective that students develop a critical appraisal of Magical Realism, its claim as an “authentically” Latin American expression, and its current polemical position with regard to postmodernism. <u>Conducted entirely in Spanish.</u></p>	100%	3					X	
SPW 5606	<p>Cervantes A comprehensive introduction to the master-pieces of Cervantes as the creator of the modern novel, and to critical theories about his art.</p>	100%	3					X	
SPW 5729	<p>Major Writers of the Generation of '98 Study of the social and political circumstances of Spain at the turn of the XIX Century, and analysis of the work of Góngora, Azorín, Baroja, Machado, Maeztu, Unamuno and Valle-Inclán.</p>	100%	3				9	X	

SPW 5781	The Representation of Women in Spanish Literature and Film Study of cinematographic adaptations of Spanish novels, plays and short stories. Analyzes the representation of the female subject in both literary and filmic works.	100%	3					X			X
SPW 5786	Spanish American Women Writers Through a selection of poems, plays and novels, this course studies Spanish American women production from Independence to the present times.	100%	3								X
SPW 5806	Methods to Literature Research Introduction to bibliography, methods of research, the composition of essays, rhetoric, and the presentation of documentation.	100%	3	X	11		X	X			X
SPW 5934 Interdisciplinary Online	Hispanic Gothic: Horror and the Fantastic in Spain and Latin America The forms and meaning of Gothic literature and film over the last two centuries in the Hispanic tradition. Outlines the major figures that define the genre in Spain and Latin America. Includes material from linguistics, history and film.	100%	3					X	X		X
SPW 5934	Magical Realism and Typologies of Non-realist Fiction Theories of magical realism, fantastic and non-realist fiction, focusing on narrative technique.	100%	3								X
SPW 5934	Special Topics: Primitivism in Latin American Literature Explores cultural, chronological, and aesthetic primitivism in Latin American literature, art, and ideology, focusing on its role in the formation of national and continental identities.	100%	3	X	47						X

SPW 5934	<p>Special Topics: Continuity and Change in Cuban-American Culture This class will examine a series of written and visual works in order to determine how Cuban-American culture is comparable and yet different from both of its Continuity and Change in Cuban-American Culture component parts, and also how this subculture has evolved in Miami for over half a century. We will take an interdisciplinary approach as we look at Cuban-American society as an historical, social, and political phenomenon that continually changes as the notions of exile and immigration evolve over time. At the same time, we will consider the paradoxical relations of this community with its homeland, a contradiction inherent in novelist Guillermo Cabrera Infante's ironic observation that <i>Cuba es un paraíso que huimos tratando de regresar</i>.</p>	100%	3							X
SPW 5934	<p>Special Topics: Women and Film Explores women's experiences in Hispanic cultures through analysis, discussion, and interpretation of selected films from Spain, Latin America, and the United States.</p>	100%	3						X	X
SPW 5934	<p>Special Topics: Adquisición del español como lengua extranjera</p>	100%	3						X	X
SPW 5943	<p>Latin American Theatre. Crosslisted with SPW 4930 A view of Latin American theatre from the 19th century to the present. Representative works of the most renowned dramatists will be examined, with emphasis on the works of Usigli, Triana, Márques Wolff, and Diaz.</p>	100%	3						X	X

SPW 5943 Interdisciplinary	Special Topics: Detective Novel Crosslisted with SPW 3940 Approaches the different models and tropes of the genre and their relation to the social, political, and economic spheres in Latin America from the late 19th century until the present. Includes material from linguistics, literature and history.	100%	3						X	X
SPW 6238	Spanish American Historical Novel The evolution of the historical novel in Spanish America from the Romantic period to the present. Stylistic, literary, and theoretical analysis of selected traditional and recent historical novels.	100%	3						X	
SPW 6345	20th Century Spanish Poetry Close reading of two of the greatest poets of the 20th century (Jorge Guillen; F. Garcia Lorca) and of major voices from the Generation of 1927 and from post-Franco Spain. Emphasis on cultural contexts.	100%	3	X					X	
SPW 6366	Studies in Spanish American Essay Stylistics of the essay, neoclassic to postmodern, as reflecting the intellectual spirit of the times.	100%	3						X	
SPW 6368	19th Century Spanish-Caribbean Narrative Studies the most popular literary trends of 19th century literature through the works of various Spanish Caribbean writers.	100%	3						X	

SPW 6389	Cuban Novel and Short Story Critical reading of representative texts of the Cuban novel and short story from XIX century to contemporary narrative expressions, within historical, social and artistic context.	100%	3								X
SPW 6495	The Latin American Experience Literature and Film: El Dorado Literary and cinematic representations of significant periods in the formation of Latin American politics, culture, and identity.	100%	3					X			X
SPW 6775	Literature of the Spanish Caribbean Close readings of representative texts of the literature of the Dominican Republic, Cuba, and Puerto Rico.	100%	3								X
SPW 6825	Literary Theory and Criticism Study of the theoretical foundation of literature and contemporary systems of critical approach to literary discourse.	100%	3								X
SPW 6826	Historiography Literature Methodology and theory in the writing of literary history: periodization, continuity and change, and literature in intellectual history.	100%	3				X			X	X
SPW 6936	Graduate Seminar Topic and approach to be determined by students and instructor.	100%	3				X			X	X
SPW 7910	Pre-Dissertation Research Enables students to concentrate on completion of their dissertation prospectus during the term in which they take Ph.D. comprehensive exams.	100%	3				X		6	X	X

Music										
MUH 3052/MUH 3514 Interdisciplinary Global Learning designated New	Music of the World Survey of folk, popular, and classical musical traditions from around the world. Examination of musical style and social context with film and performance demonstrations. Formally MUH 3514 Includes 25% LAC case studies. Includes material from sociology, history and anthropology. Course contains less than 100% LAC content.	25%							X	X
MUH 3514/MUH 3052 Interdisciplinary Global Learning designated	Music of the World Survey of folk, popular, and classical musical traditions from around the world. Examination of musical style and social context with film and performance demonstrations. Includes 25% LAC case studies. Includes material from sociology, history and anthropology. Course contains less than 100% LAC content.	25%	3	X	88	X				
MUH 3813 Interdisciplinary	History of Afro-Cuban Jazz A study of the history and evolution of Afro-Cuban Jazz, including Cuban popular music and traditional dance forms, folkloric music of African origin, influences from American popular music and early American Jazz, as well as other music from the Caribbean. Includes material from sociology, history, religion, dance and anthropology.	100%	3	X		X				X

MUH 5057 Interdisciplinary Global Learning designated	Music of the World Survey of folk, popular, and classical musical traditions from around the world. Examination of musical style and social context with film and performance demonstrations. Includes 25% LAC case studies. Includes material from sociology, history and anthropology. Course contains less than 100% LAC content.	25%	3	X	9	X	X	X
MUN 1790	Latin Jazz Ensemble An ensemble to provide creative professional-level experience in the salsa/Latin jazz idiom.	100%	1	X	10	X	X	X
MUN 2490	New Music Ensemble A chamber group of varying instrumentation and size performing art music from the 20th century. Uses 25% LAC compositions.	25%	1	X	2	X	X	X
MUN 2820	Latin American Music Ensemble Study and performance of one or more folk and/or popular musical styles from Latin America.	100%	1	X				X
MUN 3793	Latin Jazz Ensemble An ensemble to provide creative professional-level experience in the salsa/Latin jazz idiom.	100%	1	X	3	X	X	X
MUN 4493	New Music Ensemble A chamber group of varying instrumentation and size performing art music from the 20th century. Uses 25% LAC compositions. Course contains less than 100% LAC content.	25%	1	X	5	X	X	X
MUN 4823	Latin American Music Ensemble Study and performance of one or more folk and/or popular musical styles from Latin America.	100%	1	X				X

MUN 5496	New Music Ensemble A chamber group of varying instrumentation and size performing art music from the 20th century. Uses 25% LAC compositions. Course contains less than 100% LAC content.	25%	1	X	12	X	X	X	X
MUN 5795	Latin Jazz Ensemble An ensemble to provide creative professional-level experience in the salsa/Latin jazz idiom.	100%	1	X	6	X	X	X	X
MUN 5826	Latin American Music Ensemble Study and performance of one or more folk and/or popular musical styles from Latin America.	100%	1	X					X
MVJ 1312	Principal Applied Latin Jazz Percussion Individual instruction in applied music on Latin jazz percussion as a principal instrument.	100%	2	X		X	X	X	X
MVJ 2429	Major Applied Jazz Latin Percussion Individual instruction in applied music on jazz percussion as a major instrument.	100%	2	X		X	X	X	X
Nursing and Health Sciences									
HSA 4113 Interdisciplinary Global Learning designated	Global Issues and Trends in Healthcare Developing issues and trends involving global healthcare systems are analyzed to determine their impact on service, delivery, financing, quality measures, evidence-based practice, and accessibility. Includes material from nursing and health sciences and economics. Course contains less than 100% LAC content.	25%	3	X	132	X	X	X	X

HSA 4150 Interdisciplinary Global Learning designated	Global Healthcare Systems and Policy Develop basic knowledge of Global healthcare systems and policies including healthcare outcomes, evidence based practices, sociopolitical systems and roles of various healthcare providers. Includes material from nursing and health sciences. Course contains less than 100% LAC content.	25%	3	X	172	X	X	X
NUR 4667 Global Learning designated	Nursing in Global Health Care Systems Develop basic knowledge of global healthcare systems and models. This is a global learning course that counts towards your global learning graduation requirement. Course contains less than 100% LAC content.	25%	3	X	392	X	X	X
Philosophy								
PHH 3042	Latin American Philosophy This course will examine the development of Latin American thought, with particular attention to the 19th and 20th centuries. It will consider the traditions and initiatives of prominent Latin American philosophers in the light of problems such as personal and cultural identity.	100%	3					X
PHM 4362 Global Learning designated	Global Justice An examination of philosophical perspectives on the problems of global justice. Course designated as a Global Learning course. Course contains less than 100% LAC content.	25%	3	X	34	X	X	X
Political Science								
CPO 3055 Global Learning designated	Authoritarian Politics Identifies the conceptual and empirical characteristics of authoritarian regimes and includes case study analyses of Brazil, Mexico and others.	100%	3	X	111	X	X	X

CPO 3304 Interdisciplinary	Politics of Latin America This course analyzes the multiple structures, processes, and groups which are relevant to an understanding of Latin American political economy. Of special interest are the political impacts of land and wealth inequality and economic dependency. The dynamics of Latin American politics are considered, with an emphasis on the role of the military and the church. Alternate strategies for modernizing the region are considered. Includes material from economics, international relations, and political science.	100%	3	X	268	X	X		X
CPO 4034	The Politics of Development and Underdevelopment Analyzes the causes of development and underdevelopment in Third and Fourth World countries.	100%	3	X	115	X	X		X
CPO 4053	Political Repression and Human Rights Examination of domestic factors resulting in political repression and violations of human rights.	100%	3	X	50	X	X		X
CPO 4057 Global Learning designated	Political Violence and Revolution An examination of major historical instances and modern expressions of political violence; discussion of revolution from a comparative perspective. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	99	X	X		X

CPO 4072	Comparative Electoral Behavior Public opinion, voting choice, and electoral patterns from a comparative and historical perspective. Attention will focus on West Europe and Latin America. Differences from North American trends and patterns will also be detailed.	100%	3						X	
CPO 4303 Interdisciplinary FLAC	Politics of South America A cross-national discussion of the political systems and cultures of the Latin American nations, with special emphasis on the larger countries. Includes material from economics, strategic studies, sociology, and political science. Occasionally taught in Spanish.	100%	3	X	43	X	X			
CPO 4323 Interdisciplinary	Politics of the Caribbean Studies the political system of the major British, French, Dutch, and Spanish areas in the Caribbean basin. Attention is focused on such factors as political party democracies in a nonindustrial setting. The paradoxes between modernity and tradition throughout the developing Caribbean, and the relationship between politics, economics, and culture are discussed. The student is helped to understand the dynamics of change in an important area of the world and to compare those dynamics with change in his own country. Includes material from political science, international relations, economics and sociology,	100%	3	X	53	X	X			

CPO 4333 Interdisciplinary	Politics of Central America This course analyzes the historical and contemporary political dynamics of the five countries of Central America. Special attention is given to problems of development and modernization within the context of the region's economic dependence on the United States. Special attention is given to the problem of political restraints on the modernization process and to those regional arrangements which have been created to solve the area's problems. The student will develop a better understanding of a region which has close ties to the United States. Includes material from political science, international relations, economics and sociology,	100%	3	X	80	X	X	X	
CPO 4360 Interdisciplinary	Cuban Politics Examines the course of 20th century Cuban politics. Includes material from economics, strategic studies, sociology, and political science.	100%	3	X	56	X	X		X
CPO 4372 Interdisciplinary FLAC	Comparative Electoral Behavior Public opinion, voting choice, and electoral patterns from a comparative and historical perspective. Uses 50% LAC case studies. Includes material from history, economics and sociology. Occasionally taught in Spanish. Course contains less than 100% LAC content.	50%	3						X

CPO 4930 Interdisciplinary	Politics of Latin America This course analyzes the multiple structures, processes, and groups which are relevant to an understanding of Latin American political economy. Of special interest are the political impacts of land and wealth inequality and economics. Includes material from political science, international relations, economics and sociology,	100%	3	X						X
CPO 5091	Seminar: Comparative Politics A foundation in the development of the field of comparative politics and in the major schools of thought.	100%	3	X	4	X	X			X
CPO 5325	Politics of the Caribbean Examines the structural and institutional aspects of the politics of the Caribbean	100%	3							X
CPO 5745 Interdisciplinary New FLAC Online	Political Economy of Disaster Risk Reduction. Focuses on political economy of disasters in Latin America and the Caribbean in an international context. Previously taught as Special Topics course INR 5935. Offered in Spanish and English.	100%	3				X			X
CPO 5934 Interdisciplinary	Theoretical Approaches to Latin American Politics Covers the theoretical traditions in Latin American Politics and Society. Analyzes the Latin American condition and dilemmas of political, social, and economic development. Includes material from international relations, economics, and political science.	100%	3	X			X			X
CPO 5934	Topics in Comparative Politics: Andean Studies Attempts to explain the current situation in the Andes where multiple and indefinite crises plague the region.	100%	3							X

CPO 6307 Interdisciplinary FLAC	Seminar on South American Politics Explores the realities and myths of the democratization experience in South America. Taught in Spanish. Includes material from international relations, economics, and political science.	100%	3	X	22	X	X		X
CPO 6316	Seminar on Democratic Institutions in Latin America Examines theoretical and comparative work on political institutions focusing on political parties, legislatures, and other political institutions in Latin America.	100%	3	X	3	X			X
CPO 6376 Interdisciplinary	Seminar in Central American Politics Central America's socio-political evolution, with emphasis on the national and international politics of the region. Includes material from international relations, economics, and political science.	100%	3						X
POS 4074	Latino Politics Presents an overview of the role of Hispanics in the U.S. political system. It explores the historical and socio-economic dimensions of Latino politics.	100%	3	X	58	X	X		X
POS 4188	Miami Politics Examines the politics of Miami-Dade county. Topics include functioning of Metro government, theories of political power, politics of ethnicity and class, growth politics, and political corruption. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	50	X	X		X

POS 5785 Interdisciplinary	Writing Professionaly in Political Science Focus on inductive research process. Refines technical skills for effective written en communication. Best practice examples for preparing briefing papers, articles, books, and grant applications. Uses 25% LAC case studies. Includes material from political science and writing. Course contains less than 100% LAC content.	25%	3	X	15	X	X	X
POT 5007	Seminar in Political Theory An examination of writings from a diverse list of some of the major political theorists in the Western tradition from antiquity to the present. Course contains less than 100% LAC content.	25%	3	X	5	X		X
POT 5934	Special Topics: Political Theory An intensive examination of selected topics dealing with political theory. Subjects will vary, depending upon the desires of students and faculty. Allows the student to choose topics of particular interest to him or her. Course contains less than 100% LAC content.	25%	3					X
POT 6315	Democratic Theory Examines various theories of democracy in modern and contemporary political thought, including liberal, civic republican, deliberative, and cosmopolitan conceptions of democracy. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	7			X
Psychology								
CYP 6766	The Psychology of Crosscultural Sensitization in a Multicultural Context A series of weekly seminars to increase student sensitivity to working with clients from different cultural backgrounds. Course contains less than 100% LAC content.	25%	3	X	20	X	X	X

DEP 4014	Psychology of Parenting & Parenthood An intensive examination of the reciprocal influences of parents on the development of their children and of children on the adult development of mothers and fathers. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	663	X	X		X
DEP 6465	Psychology of Culture and Aging An intensive examination of cultural influences on social and psychological aging processes including minority aging and involving seminar discussion and independent projects. Course contains less than 100% LAC content.	25%	3				X		X
INP 6115	Psychology of Culture and Organizations An overview of theory and research examining the psycho-social environment of organizations, including the factors that shape organizational cultures and climate, along with the implications for workplace motivation, morale, and productivity. Course contains less than 100% LAC content.	25%	3				X		X
SOP 4050	Social Psychology in Latin America Upper division seminar on Social Psychology in Latin America. The course will provide the student with the opportunity to survey the literature and research in social psychology from different countries in Latin America and to compare that material with on-going research and literature in the United States.	100%	3				X		X

SOP 4731 Global Learning designated	Global Psychology Examination of cultural contexts informing human behavior and psychological well internationally. Students will examine psychology research through direct application to global phenomena. Course contains less than 100% LAC content.	25%	3					X	X		X
Public Administration											
PAD 3034 Global Learning designated	Policy Development and Implementation Examines the formulation, implementation, and evaluation of governmental efforts at federal, state, and local levels. Course contains less than 100% LAC content.	50%	3	X	177			X	X		X
PAD 3800 Global Learning designated	Managing Global Cities Introduction to principles of urban governance in order to manage specific development problems of global cities. Course contains less than 100% LAC content.	25%	3	X	26			X	X		X
PAD 3802 Interdisciplinary Global Learning designated	Introduction to Urban and Regional Studies An integrated approach to the problems and prospects of metropolitan areas with emphasis on economic, political, social and administrative facets of the urban setting. Includes material from political science, economics, sociology and public administration. Course contains less than 100% LAC content.	25%	3	X	161			X	X		X
PAD 6306	Policy Analysis and Program Planning This course presents techniques and tools for the practice of policy analysis in public, nonprofit, and health organizations, with emphasis on constructing policy analysis useful to decision makers. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	34			X	X		X

PAD 6836 Interdisciplinary	International Public Administration The role of public administration systems around the world; and the impact of political and socio-cultural frameworks on administrations. Focus on national and state organizations' politics, economics, problems, and possibilities. A review of scope and programs of contemporary international public administration organizations. Uses 25% LAC case studies. Includes material from public administration and international relations. Course contains less than 100% LAC content.	25%	3	X	5	X	X	X	X
PAD 6838 Interdisciplinary	Development Administration The role of public administration in national development, with specific attention to theories of economic aid from external sources, and the effects of this aid. Theories and policies of economic and social development are explored; and particular attention is given to the role of the United States in strengthening administrative capabilities as an important means for achieving developmental goals in selected countries. Uses 25% LAC case studies. Includes material from public administration and economics. Course contains less than 100% LAC content.	25%	3	X	5	X	X	X	X
Religious Studies									
REL 3111 FLAC	Latin American History Through Film. Course uses film as a pretext, as an evocation of the past, not as a historical source to discuss the important role of religion in Latin American history. Taught in Spanish.	100%	3					X	X

REL 3148	Violence and The Sacred The role of religion in the inspiration, justification, avoidance, or constraint of various forms of overt or covert violence. Addresses relevant social issues. Course contains less than 100% LAC content.	25%	3							X
REL 3162 Global Learning designated	Healers and Mediums A look into the occult through the eyes of healers and mediums. Deals with the origination of shamanism and its worldwide patterns. Course contains less than 100% LAC content.	25%	3	X	39					X
REL 3308 Global Learning designated FLAC Online	Studies in World Religions Examines the origins, teachings, and practices of selected world religions. Uses 50% LAC Religion case studies. Taught in Spanish and English. Course contains less than 100% LAC content.	50%	3	X	2423		X	X		X
REL 3375 New	Religions of the Caribbean Developments, beliefs, rituals, and symbolic system of religious traditions of the Caribbean. Religion and society in Caribbean history.	100%	3				X	X		X
REL 3380	Native American Religion provides an introduction to Native American religion and spirituality, focusing on the sacred ecology, mythology, cosmology, ritual and dance complexes of a number of diverse tribes within North, Central, and South America. Native American religion is addressed within the larger historical and contemporary social, political, and cultural contexts. Course contains less than 100% LAC content.	50%	3	X	35		X	X		X

REL 3398	Sacred Rhythms Explores how music has been a powerful and essential part of mystical religious traditions and how music becomes religion and how religion influences music. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	33	X	X	X		X
REL 3564	Modern Catholicism Surveys Catholicism from the Vatican Council to the present, including developments in liturgy, theology, and the relationship of the Church to the world. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X		X	X	X		X
REL 3583	World Christianity Surveys forms of Christianity and their growth patterns in Latin America, Asia, and Africa. Course contains less than 100% LAC content.	25%	3			X				X
REL 4030	Methods in the Study of Religion This course examines a number of the most important methods used in academic study of religion. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	23	X	X	X		X
REL 4064 New	Latinas and Religion in the Americas Review of the practices, beliefs, social and political activism, and theological and biblical reflections of Latinas in the Americas from a historical perspective to modern day.	100%	3							X

REL 4105 Interdisciplinary FLAC	Latino/a Immigration and Religion The course will analyze the main ways in which the complex phenomenon of migration overlaps with religion focusing on Latino/a immigration to the United States taking into account a gender perspective. Also taught in Spanish. Includes material from linguistics, sociology, religious studies and international relations.	100%	3	X	7	X	X	X	X
REL 4370	African Religions Critical analysis of the beliefs, myths, symbols, and rituals of traditional African religion, African Christianity, and African Islam. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	22	X	X	X	X
REL 4381	Native Religions of Latin America Focuses on the relationship in Native Religions of Latin America, between geography, environment and religious worldview and attitudes. Some attention to contemporary native issues and relations with states and other religions.	100%	3						X
REL 4382	Latin American Women Religions in the Americas Examines Latinas' participation in the history of religions in the Americas in order to explain the impact of women's religious experiences in cultural, social, and political realms.	100%	3	X		X	X	X	X

REL 4481	Contemporary Latin American Religious Thought The major trends of religious thought in Latin America and their impact on the society of the area will be investigated. Special reference will be made to Post-Vatican II theology and to very recent theologies of liberation.	100%	3							X
REL 4937	Special Topics: Migration and Religion In-depth study of topics of special interest in religious studies.	Varies	3							X
REL 4937	Special Topics: World Christianity (1500-2000). LAC content varies, but always carries a minimum of 25%. Course contains less than 100% LAC content.	25-40%	3							X
REL 4996 Interdisciplinary	Wisdom of the Andes A team-taught, interdisciplinary course offered through an intensive study abroad program. Focuses on indigenous Andean culture in Ecuador, including the disciplines of ecology, music, dance, religion, eco-tourism, history, and botany. Includes material from botany, history, anthropology and sociology. Cross-listed with DAN 3394.	100%	3							X
REL 5106 Interdisciplinary FLAC	Latino/a Immigration and Religion The course will analyze the relationships between the complex phenomenon of Latinos/as immigration and religions. This area of study necessarily demands an interdisciplinary approach including gender. Taught in Spanish. Includes material from religious studies, anthropology, sociology, and international relations.	100%	3	X				11		X

REL 5143 Interdisciplinary FLAC	Latinas and Religion in the Americas Reviews the practices, beliefs, social, and political activism, and theological and biblical reflections of Latinas in the Americas from a historical perspective to modern day. Includes material from history, anthropology and sociology. Taught in Spanish.	100%	3						X	
REL 5149	Religion, Violence and Conflict Is religion peaceful or violent? Theoretical analysis of the role of religion in violent, social, and political conflicts, such as the Haitian Revolution.	100%	3	X	20				X	
REL 5384	Rasta, Vodou, Santeria Analysis of the history, beliefs, rituals, and social significance of Rastafarianism, Vodou, and Santeria in the Caribbean and the United States.	100%	3	X	6				X	
REL 5385	Native American Religions An advanced study of Native American religions and the methods employed to investigate them. Attention will be given to traditional and contemporary expressions. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3						X	
REL 5387	Native Religions of Latin America Focuses on major culture areas, history of tribes, and changes in religious practice through contact with Christianity.	100%	3						X	
REL 6013	Methods in the Study of Religion This course examines a number of the most important methods used in academic study of religion. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X	18				X	

REL 5937 FLAC	Migration and Religion in the New Immigrant Experience Focuses on the historical migration process in different places and times in the Americas with a balance between conceptual, methodological aspects, and a retrospective overview of the reality of migration and religion as it has been experienced historically since the formation of the Americas to the present paying particular attention to recent studies done in UF and FIU on Brazilians, Mexicans, Colombians and Haitians. Taught in Spanish.	100%	3	X						X
REL 5911 Interdisciplinary FLAC	Politics, Knowledge and Religion. Focuses on religious organizations' political and social action in late 20th Century. Exposes students to social, political and ecclesiastical movements in contemporary Latin America. Taught in Spanish. Includes material from religious studies, history and political science.	100%	3				X			X
REL 5911	Independent Research Study Topics are selected to meet the academic needs of the individual student. Prerequisites: Permission of the instructor is required. Course contains less than 100% LAC content.	25 to 100%	1 to 5							X
REL 5937 Interdisciplinary	Special Topics: Latin American and Caribbean Catholicism Study of the political and social impact of Catholicism in Latin America from the period of colonialization to the present. Includes material from religious studies, political science and sociology.	100%	3	X						X

REL 5996 Interdisciplinary	Wisdom of the Andes A team-taught, interdisciplinary course offered through an intensive study abroad program. Focuses on indigenous Andean culture in Ecuador. Offered as Study Abroad to Ecuador. Also available as Independent Study to Ecuador course. Includes material from ecology, music, dance, eco-tourism, history, botany, and religious studies.	100%	3								X
REL 6013 Interdisciplinary	Modern Analysis of Religion: Classic Texts in Religious Studies Critical evaluation upon the nature and function of religion, as found in the classics of the field. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3	X	18						X
RLG 5065 Interdisciplinary New	Latinas and Religion in the Americas This course will review the practices, beliefs, social and political activism, and theological and biblical reflections of Latinas in the Americas from a historical perspective to modern day. Includes material from religious studies, political science, sociology, arts, history and women's studies.	100%	3								X
RLG 5106 Interdisciplinary New	Religions, Latino/as and Immigration The course will analyze the relationships between the complex phenomenon of Latinos/as immigration and religions. This area of study necessarily demands an interdisciplinary approach including gender. Includes material from religious studies, sociology, anthropology, politics, history and women's studies.	100%	3					X	X		X

Sociology										
SYA 4353	GIS and Latin American Societies Introduces geographic information systems (GIS) in the context of Latin American socio-spatial and environmental problems and transformations.	100%	3							X
SYA 5357	Graduate GIS and Latin American Societies Introduces geographic information systems (GIS) in the context of Latin American socio-spatial and environmental problems and transformations.	100%	3							X
SYA 6018	Sociocultural Theories A One of two courses designed to prepare students with a thorough of the key theories and theorists of both sociology and anthropology. Course contains less than 100% LAC content.	25%	3	X	15	X	X			X
SYA 6305	Research Methods I Research methods in comparative sociology, with focus on quantitative data gathering methods. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3							X
SYA 6306	Research Methods II Research methods in comparative sociology, with focus on quantitative data gathering methods and preparation of written report. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3							X

SYA 6315	Sociological Analysis: Social Research Quantitative Methods First course in the graduate program's sequence in social research quantitative methods. Prerequisites: Graduate standing or permission of the instructor. Course contains less than 100% LAC content.	25%	3															X
SYA 6356	GIS and Social Research Focuses on applications of GIS and social research; includes applying critical perspective on space, place, cartography to GIS social research projects. Course contains less than 100% LAC content.	25%	3	X	25													X
SYA 6959	Writing Research Proposals This course is for advanced graduate students who need to write their dissertation proposals or wants to learn how to write proposals for funding. Students develop their own proposals so there is no area content at all unless students pursue proposals to do research in Latin America/Caribbean. Course contains less than 100% LAC content.	25 to 100%	3															X
SYA 7651	Foundations of Social Theory Construction Seminar exams assumptions of social theory. Topics include objectivity in the social sciences, social science concepts and explanations, reductionism, and the bases of social theory construction. Course contains less than 100% LAC content.	25%	3															X
SYD 4237	Immigration and Refugees Examines the causes and consequences of immigration and refugee flows.	100%	3															X

SYD 4604	Cities and Sustainability: Latin America, Africa, and Asia in a Globalizing World Focuses on challenges of environmental sustainability of poor cities in a globalizing world. Emphasizes methodological frameworks to analyze the roots of the problems and potential solutions.	100%	3								X
SYD 4610	South/North Globalization Examines the flow of globalization from a non-traditional, South to North perspective. Focus on the competing cultural norms in South Florida. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3								X
SYD 4621	Cubans in the United States An overview of Cuban migration to the US and the establishment of Cuban communities. Focus on the enclave in Miami.	100%	3	X			X		X		X
SYD 4630	Latin American and Caribbean Societies Exploration of the types of social structures, statuses, and roles, and the resulting distributions of power and authority in the hemisphere.	100%	3	X	21		X		X		X

SYD 4700 Interdisciplinary	Sociology of Minorities/Race and Ethnic Relations The study of social groups identified by racial and ethnic characteristics, the role of minorities in society, and the interactive process resulting from their contact with the majority. Uses 50% LAC case studies. Includes material from history and political science. Course contains less than 100% LAC content.	50%	3	X	32	X	X	X	X
SYD 6236	International Migration and Refugees Comparative analysis of the causes, consequences, and policies concerning population movements across national borders. Includes review of various theories of labor migration. Students will conduct research on a migration or refugee topic. Uses 50% LAC case studies. Course contains less than 100% LAC content.	50%	3						X
SYD 6625	South Florida Socio-cultural Systems The sociological and anthropological analysis of South Florida. Presents tools for regional study including demography, cultural ecology, and ethnic group-centered symbolic systems. Course contains less than 100% LAC content.	25%	3	X	7	X	X		X

SYD 6626 Interdisciplinary	Cuba Seminar: Race and Revolution in Cuba this course will explore social change in Cuba through the lens of race. Though some consideration will be given to Chinese participation in revolutionary struggle, it will focus primarily on the relationship between Cubans who are racialized as 'black', 'white', and 'mixed'. Adopting an interdisciplinary and comparative approach, this course will rely upon ethnography, essays, critiques, and historiography to explore national identity, citizenship, political empowerment and the meaning and measure of social transformation. Includes material from sociology and history.	100%	3	X	1		X			X
SYD 6705	Comparative Analysis of Ethnicity and Race Different theoretical approaches to the topics of race and ethnicity. Uses 75% LAC case studies. Course contains less than 100% LAC content.	75%	3				X			X
SYD 6901	Special Topics: Consumption in Globalization: An examination of specific themes and topics in sociology. The theme may vary from semester to semester. With a change in content, the course may be repeated. Can be taken for credit no more than twice with any given instructor. Uses 25% LAC case studies. Course contains less than 100% LAC content.	25%	3	X						X
SYD 6901	Cuba Seminar Focuses on Cuba pre-revolution, during, post revolution, and post Castro. Looks at US-USSR-Cuba relations.	100%	3				X			X

SYO 4300 Interdisciplinary	Political Sociology The underlying social conditions of political order, political process, and political behavior are explored. Includes material from sociology and political science.	100%	3	X						X
SYO 6306 Interdisciplinary	Comparative Political Sociology The underlying social conditions of political order, political process, and political behavior are explored. Includes material from political science and sociology.	100%	3							X
SYO 6536 Interdisciplinary	Comparative and Global Inequality Addresses theoretical approaches and empirical studies concerning socioeconomic, political, and local/regional inequalities in comparative, transnational, and global perspective. Includes material from sociology, political science, international relations and economics. Course contains less than 100% LAC content.	25%	3							X
SYP 3456 Interdisciplinary Global Learning designated	Societies in the World An introduction to the study of local societies in worldwide perspective. Addresses local-global issues such as gender, social class, economy, politics, migration, and environmental destruction. Includes material from sociology, anthropology, political science and economics. Course contains less than 100% LAC content.	50%	3	X	326	X	X			X

SYP 4410	Social Conflict The study of conflict in society and its place in social relationships, with a focus on methods of resolution and their influence on social change. Uses 50% LAC case studies . Course contains less than 100% LAC content.	50%	3								X
SYP 4454	Globalization and Society Examines dimensions of world debates about globalization and society. Uses 50% LAC case studies . Course contains less than 100% LAC content.	50%	3	X	18						X
SYP 5447 Interdisciplinary	Sociology of International Development Introduces the basic concepts and questions of the social sciences as applied to the international arena. Uses 25% LAC case studies . Includes material from economics, political science, international relations, and sociology. Course contains less than 100% LAC content.	25%	3				X	X			X
SYP 6306	Comparative Social Movements Comparative analysis of social movements and social change, including peasant movements, environmentalism, civil rights, feminism, and nationalism. Uses 50% LAC case studies . Course contains less than 100% LAC content.	50%	3								X
SYP 6457	Cities & Regions in Global Perspective Examines the interplay of cities of region with the political economy, past and present. Course contains less than 100% LAC content.	50%	3								X

SYP 6907	Comparative and Global Social Change Examines examples of social change in comparative, transnational, diasporic, and global perspective. Course contains less than 100% LAC content.	25%	3								X
Women's Studies											
WST 3015 Global Learning designated	Introduction to Global Gender and Women's Studies Introduction to gender issues, in their intersection with issues of race, class, and ethnicity in global perspective. The focus will be on the diverse experiences of gender across the globe. Course contains less than 100% LAC content.	25%	3	X	435		X			X	X
WST 3105 Global Learning designated	Gender Issues Across the Globe Exploration of issues of women and gender globally. Focus on experiences and inequalities related to gender, as well as efforts to combat inequalities. Course contains less than 100% LAC content.	25%	3	X	122		X			X	X
WST 3106 Interdisciplinary Global Learning designated New	Introduction to Global Diversity This course evaluates diversity across the globe in terms of race, ethnicity, religion, culture, gender, age, sexuality, ability, and status to assess systems of inequality and privilege. Includes material from women's studies and sociology. Course contains less than 100% LAC content.	25%	3							X	

WST 4252 Interdisciplinary	Border Crossings: Race and Gender in Historical and Transnational Perspective Examines the transnational, interrelated history of race and gender from 16th century to the present. Varies, but always includes at least 25% of LAC case studies. Cross-listed with SYD 4702. Includes material from women's studies, history and sociology. Course contains less than 100% LAC content.	25%-75%	3	X	14	X			X
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Performance Measure Form. or Project-Specific Measures
K-12, Community College, and MSI Capacity Building

1. Project Goal Statement: Increase by 40% the number of K-12 teachers and community college and MSI faculty with proficiency in performance-based LAC language instruction and LAC-area content integration across the curriculum during the grant period, as compared to the prior 4-year period.								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
A) Increase by 40% the number of K-12 educators who receive training for LAC-area content integration across the curriculum by the end of the grant period.	A.1 Deliver K-12 teacher training institutes, workshops, seminars, and lectures covering current LAC and hemispheric issues.				BL	T1	T2	T3 T4
	A.2 Develop interdisciplinary webinar series for K-12 educators on LAC-area content integration across the curriculum, in collaboration with other NRCs (UF, Vanderbilt).							
	A.3 Conduct teacher trainings at Title I-designated Booker T. Washington High School on LAC-area content integration across the curriculum, in collaboration with FIU College of Education and Miami-Dade County Public Schools.							
	A.4 Conduct teacher trainings on LAC-area content integration across the STEM curriculum, e.g. "Seeds for Change," the LAC ethnobotany project and the LACC/Aquarius "Teacher Under the Sea" project."							
	A.5 Develop K-12 online curricular resources for the FIU/Historical Museum of South Florida Latin America Living Map.							
B) Increase by 40% the number of K-12 educators who receive training for performance-based Portuguese and Haitian Creole language instruction by the end of the grant period.	B.1 Align K-12 Portuguese language curriculum with Florida Sunshine State and Common Core standards, in collaboration with Miami-Dade County Public Schools and the Brazilian Consulate of South Florida.							
	B.2 Increase the number of secondary Portuguese language course offerings available.							

<p>D) Increase collaborations with Miami Dade College for LAC-area studies instruction, training, and career placement by the end of the grant period.</p>	<p>D.1 Establish LACC/Miami Dade College Latin American and Caribbean Studies Working Group.</p> <p>D.2 Collaboratively develop six new LAC-area studies courses to be taught at Miami Dade College.</p> <p>D.3 Place LACC graduates in instructional positions at Miami Dade College to expand available course offerings.</p>						
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Performance Measure Form for Project-Specific Measures

Area Studies

1. Project Goal Statement: Increase by 10% the number of FIU students who graduate with a certificate or degree in LAC-area studies during the grant period, as compared to the prior 4-year period.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 30% the number of LAC-area degrees and certificates available to FIU students by the end of the second project year.	<p>A.1 Implement BA LAC Studies and undergraduate certificates in Haitian Studies and Afro-Latin American Studies.</p> <p>A.2 Perform targeted recruitment and advising to potential degree and certificate students through orientations, FIU's Graduation Success and Access and Success initiatives, and departments and professional schools.</p>								
B) Increase by eight the number of specialized LAC-area studies course offerings available by the end of the grant period.	<p>B.1 Develop two new specialized LAC-area studies courses per year.</p> <p>B.2 Perform targeted recruitment and advising to potential students in other departments and professional schools.</p>								
C) Increase collaborations with professional schools for LAC-area studies instruction, research, and career placement during the grant period.	<p>C.1 Recruit and appoint qualified faculty for Latin American Visiting Law professorships.</p> <p>C.2 Recruit and appoint LACC/FIU College of Education Latin American and Caribbean Internship Program Coordinator.</p> <p>C.4 Support faculty study abroad via FIU CIBER Professional Development in International Business-Mercosur and FIU CIBER Professional Development in Security and Governance-Central America and other programs.</p> <p>C.5 Support external scholar participation in professional school events, such as FIU International Conference on Tropical Medicine and the Journalists and Editors Workshop on LAC.</p>								

<p>D) Expand library holdings to support LAC-area instruction, study, and research at FIU and other institutions.</p>	<p>D.1 Increase the number of additional print and non-print LAC-area holdings to meet faculty and student needs and priorities.</p> <p>D.2 Increase the number of available dLOC Caribbean and Haitian Creole language holdings, including partner contributions.</p> <p>D.3 Increase the number of additional print and non-print LAC-area holdings in Law to meet faculty and student needs and priorities.</p> <p>D.4 Perform targeted outreach to K-12 teachers and students, MSIs, community colleges, and other NRCs and constituencies to increase use of FIU LAC-area holdings for teaching, study, and research.</p>						
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Performance Measure Form. for Project-Specific Measures

Language Instruction

1. Project Goal Statement: Increase by 10% the number of students graduating from FIU with proficiency in Portuguese or Haitian Creole during the grant period, as compared to the prior 4-year period.								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A) Increase by 40% the number of intermediate and advanced Portuguese and Haitian Creole courses by the end of the project period.	A.1 Develop at least two intermediate or advanced Haitian Creole courses.							
	A.2 Develop at least one intermediate or advanced Portuguese FLAC course in a professional school.							
	A.3 Recruit and hire qualified faculty to teach intermediate and advanced Portuguese and Haitian Creole courses.							
	A.4 Hire FLAC Faculty Coordinator.							
B) Increase by 10% the number of students completing FLAC and intermediate and advanced level courses in Portuguese each project year.	B.1 Perform targeted recruitment and advising to potential Portuguese students in other departments and professional schools.							
	B.2 Recruit heritage language students to enroll in FLAC and intermediate and advanced Portuguese courses.							
	B.3 Provide additional language practice opportunities to extend and enrich classroom learning, e.g. weekly conversation and online writing practice and synchronous tutoring in Adobe Connect.							
C) Increase by 10% the number of students completing intermediate and advanced level courses in Haitian Creole by the end of the grant period.	C.1 Perform targeted marketing and advising to potential Haitian Creole students in other departments and professional schools.							
	C.2 Recruit heritage language students to enroll in intermediate and advanced Haitian Creole courses.							
	C.3 Recruit and hire additional qualified Haitian Creole language instructors.							

	C.4 Provide additional language practice opportunities to extend and enrich classroom learning, e.g. weekly conversation and online writing practice and synchronous tutoring in Adobe Connect.									
D) Increase to 100% the number of faculty implementing task-based pedagogy and ILR proficiency assessment in Portuguese and Haitian Creole language courses by the end of the second project year.	D.1 Require all Portuguese and Haitian Creole language faculty to attend professional development for task-based pedagogy and ILR proficiency assessment. D.2 Implement performance-based Instructor Evaluation Criteria.									
E) Increase by 50% the number of participants in study, research, service, or internships abroad to improve their cultural knowledge and ability to communicate in Portuguese or Haitian Creole by the end of the grant period.	E.1 Perform targeted recruitment and advising to students to participate in study abroad programs and other research, service, and internship opportunities related to Portuguese or Haitian Creole language and culture. E.2 Recruit heritage language students to participate in study abroad programs and other research, service, and internship opportunities related to Portuguese or Haitian Creole language and culture. E.3 Expand the number of international agreements for study, research, service, and internships related to Portuguese or Haitian Creole language and culture.									

1440 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-2778
(202) 226-0346 FAX

12851 SW 42ND STREET, SUITE 131
MIAMI, FL 33175
(305) 222-0160
(305) 228-9397 FAX

404 WEST PALM DRIVE
FLORIDA CITY, FL 33034
(305) 247-1234

1100 SIMONTON STREET, SUITE 1-213
KEY WEST, FL 33040
(305) 292-4485
(305) 292-4486

Congress of the United States House of Representatives

JOE GARCIA
26TH DISTRICT, FLORIDA

COMMITTEES:
JUDICIARY
SUBCOMMITTEE ON
IMMIGRATION AND BORDER SECURITY

NATURAL RESOURCES
SUBCOMMITTEE ON
ENERGY AND MINERAL RESOURCES
SUBCOMMITTEE ON
FISHERIES, WILDLIFE, OCEANS
AND INSULAR AFFAIRS

June 12, 2014

U.S. Department of Education
International and Foreign Language Education
National Resource Center/Foreign Language and Areas Studies Program
400 Maryland Avenue SW
Washington, D.C. 20202

Dear NRC/FLAS Committee Members,

I write in support of the Latin American and Caribbean Center (LACC) at Florida International University (FIU), which is supported by resources from the Department of Education's International and Foreign Language Education – National Resource Center/Foreign Language and Areas Studies Grant.

I am proud to represent FIU, which is the second largest state university in the United States, serving more than 54,000 students. Over 87% of students at FIU are minorities and 63% are Latino, making FIU a diverse campus with a strong commitment to connecting countries around the world and preparing students to work as professionals with a global outlook.

For over three decades, LACC has been on the cutting-edge of scholarship and outreach programs in South Florida. The Center's academic training in language programs and area studies prepares its students to affect policy decisions at all levels of government, lead businesses with strong international ties, and support growing international institutions. As part of its robust outreach efforts, LACC partners with local institutions like Miami-Dade County Public Schools to expand opportunities for underserved youth and improve training programs for foreign language teachers.

Through its impressive efforts to improve educational resources, business opportunities, and international relationships, the LACC has become an integral part of the South Florida community. In accordance with all applicable rules and regulations, I urge the committee to give the LACC at FIU full and fair consideration for continued funding.

Sincerely,



Joe Garcia
Member of Congress



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

Alberto M. Carvalho

Miami-Dade County School Board

Perla Tabares Hantman, Chair

Dr. Lawrence S. Feldman, Vice Chair

Dr. Dorothy Bendross-Mindingall

Susie V. Castillo

Carlos L. Curbelo

Dr. Wilbert "Tee" Holloway

Dr. Martin Karp

Dr. Marta Pérez

Raquel A. Regalado

June 17, 2014

Dear Members of the U.S. Department of Education NRC and FLAS Grant Committee:

On behalf of Miami-Dade County Public Schools (M-DCPS), I would like to offer my enthusiastic support for the NRC and FLAS grant applicant, the Latin American and Caribbean Center (LACC) at Florida International University (FIU). As the person responsible for M-DCPS teacher and student success, I am extremely grateful for LACC's K-12 Latin American and Caribbean-related training programs and the positive effect they have on our students, teachers, and administrators. One cannot overstate the value of LACC's contributions and the long-lasting impact of its high-quality teacher training workshops, teacher summer institutes and study abroad, student STEM and arts programs, scholarly research, and faculty expertise. Given South Florida's demographics and close ties to the region, it is critical that M-DCPS has access to training opportunities that are relevant to the LACC region and the families we serve. M-DCPS has benefited tremendously as a result of its Title VI grant funding over the years, and I respectfully request that the grant selection committee award a new round of NRC and FLAS funding to LACC to ensure M-DCPS' continued access to top-quality LACC programming on the region which directly affects so many of us.

The LACC partnership is a key component of the District's K-12 student pipeline to higher education, and it also supports our continuous efforts to further integrate under-represented minorities in areas of strategic importance to Miami, the state of Florida, and the U.S. and to remain innovative in the field of public education in an urban environment. M-DCPS is widely considered the nation's highest-performing urban school system. To accomplish this requires consistent, relevant, and germane programs that address the unique needs of our student population, which is one of the most diverse and challenging in the U.S. Of the county's 353,000 K-12 enrollment (2012), 67% is Hispanic, 8% White, Non-Hispanic, 23% Black Non-Hispanic, and 2% other minorities. Additionally, serving a high percentage of first-generation and second-generation immigrant families poses challenges and opportunities to administrators, teachers, students, and the community at large, and we couldn't do it without FIU. Half of M-DCPS teachers hold FIU degrees.

Our collaboration with LACC has been instrumental to our success. LACC programs are designed to promote and celebrate diversity and expose teachers and students to experiences that expand their horizons, engage them, and instill solid professional

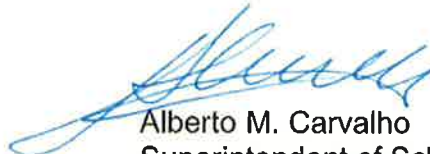
foundations for success. LACC's deep understanding of the community, as evidenced by their tailor-made programs that integrate academic expertise in language and area studies with relevant, effective, and replicable project designs, has been instrumental in M-DCPS' being able to achieve such meritorious levels of national recognition.

We collaborate on outstanding K-12 educator- and student-targeted programs in English, Spanish, Portuguese, and Haitian Creole. LACC hosts more than 400 primary and secondary school teachers per academic year for full-day workshops on Latin American and Caribbean politics, history, society, and culture. The content-based workshops are led by experts on the region and provide teachers with the opportunity to discuss strategies for teaching complex topics related to Latin America and the Caribbean, with an emphasis on the richness and diversity of the region and the issues that are most meaningful to it and its students. Added-value comes in the form online curricular resources and lesson plans, as well as technology-based research seminars and competitions related to the LACC-supported Digital Library of the Caribbean. Finally, through their K-12 educator study abroad scholarships and summer institutes and K-12 student summer camps, LACC ensures that their K-12 targeted outreach programming serve M-DCPS teachers and students year round.

A new cycle of Title VI NRC and FLAS funding for the Latin American and Caribbean Center at FIU will enable my District to continue to build on its record of serving, engaging, and inspiring M-DCPS' teachers to be the best educators they can be, while preparing Miami-Dade's diverse student population to be the best and brightest leaders for generations to come.

I trust you will take LACC's request for funding under serious consideration. I remain at your disposal for any further information you may require. Thank you.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Alberto M. Carvalho', is written over a light blue horizontal line.

Alberto M. Carvalho
Superintendent of Schools

AMC:ap
L1148

cc: Ms. Marie Izquierdo
Dr. Maria P. de Armas

Center for Latin American and Caribbean Initiatives
300 N.E. Second Avenue, Building I, Suite 1402
Miami, Florida 33132-2297



June 12, 2014

Dear Members of the U.S. Department of Education NRC/FLAS Grant Committee:

As Executive Director of the Center for Latin American and Caribbean Initiatives (CLACI) at Miami Dade College (MDC), I would like to express my support for the Latin American and Caribbean Center (LACC) at Florida International University's Title VI NRC/FLAS application. As the two largest Hispanic serving post-secondary institutions in the State of Florida, and both with excellent records of serving minorities and extending opportunities to underserved populations, LACC and MDC have enjoyed a long-term, productive partnership over the years. As Title V institutions and given the demographics of South Florida, LACC and MDC recognize that Latin American and Caribbean-related programs are vital. Together, LACC and MDC have done an outstanding job of coming together to provide cutting-edge and impactful training opportunities and ensuring the success of future generations.

LACC's outreach programs are central to our own success. MDC is nationally-recognized for its results in student access, retention, graduation, and overall achievement. MDC enrolls and graduates more minorities than any other institution in the United States, including the largest numbers of Hispanics and African-Americans, and annually awards more associate degrees than any other community college in the U.S. 73% of our AA graduates continue their education at a four-year college or university in Florida immediately upon graduation; over 5000 MDC graduates are admitted to FIU annually to continue their studies.

The NRC/FLAS proposal submitted by FIU/LACC includes several initiatives to further expand and fortify our current collaboration, and aim to even more effectively engage and inform our community. Under the proposed plan of action, we will co-present K-12 Teacher Training Workshops and Distinguished Speaker Series to address social issues that impact our students, their homes and their homelands; expand on our successful tri-lingual STEM K-12 training series and Teacher Summer Institute at Fairchild Tropical Botanic Garden; increase LACC/MDC Miami International Film Festival's K-12 screenings on LAC issues; and create a series of webinars pinpointing freedom of expression in conjunction with the Inter-American Press Association, Broward Community College and student journalism organizations.

These programs have proven track records among our students, educators and the community at large. For this reason MDC respectfully requests and enthusiastically supports the FIU application for Title VI NRC/FLAS funding.

A handwritten signature in blue ink, appearing to read 'J. A. Blancog', with a horizontal line drawn underneath it.

Executive Director
Center for Latin American and Caribbean Initiatives
Miami Dade College
E-mail: jblancog@mdc.edu

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** The Florida International University Board of Trustees

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

65-0177616

*** c. Organizational DUNS:**

0712988140000

d. Address:

*** Street1:** 11200 SW 8 Street

Street2: MARC 430

*** City:** Miami

County/Parish:

*** State:** FL: Florida

Province:

*** Country:** USA: UNITED STATES

*** Zip / Postal Code:** 33199-0001

e. Organizational Unit:

Department Name:

Latin American and Caribbean C

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.

*** First Name:** Francisco

Middle Name:

*** Last Name:** Mora

Suffix:

Title: Director, Latin American and Caribbean Center

Organizational Affiliation:

*** Telephone Number:** 305-348-2894

Fax Number: 305-348-3593

*** Email:** moraf@fiu.edu

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A and B

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and 002

*** Title:**

Office of Postsecondary Education (OPE):National Resource Centers Program
CFDA Number 84.015A
Office of Postsecondary Education (OPE):Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Centers and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,517,384.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,517,384.00"/>

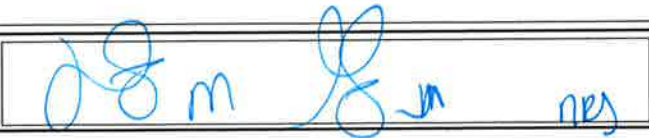
*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: Signature of Authorized Representative: * Date Signed:

U.S. Department of Education
Supplemental Information for the SF-424

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Francisco		Mora	

Address:

* Street1:	11200 SW 8 Street
Street2:	DM 353
* City:	Miami
County:	Miami-Dade

* State:	FL	* Zip Code:	33199	Country:	USA
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* Phone Number (give area code):	Fax Number (give area code):
305-348-2894	305-348-3593

* Email Address:
moraf@fiu.edu

2. Novice Applicant:

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

GEPA Statement

- 1) In an effort to overcome language barriers and those related to national origin faced by many adults, students and other constituents in the community we serve, the Latin American and Caribbean Center at Florida International University frequently holds programs in Spanish and Haitian Creole and/or provides simultaneous interpretation. In order to facilitate broad dissemination of information to those with limited English proficiency, the Latin American and Caribbean Center at Florida International University also works actively to train and support Spanish-speaking media organizations by hosting press conferences in English and Spanish and participating in media interviews in Spanish and Portuguese. In support of increasing education levels of non-English speakers or those with limited proficiency, Florida International University also provides a variety of for-credit area studies courses, training and degree programs entirely in Spanish.
- 2) In addition to electronic mailings, the Latin American and Caribbean Center at Florida International University continues to allocate funding for the printing and mailing of outreach programming announcements and invitations in hard-copy format, in an effort to prevent the marginalization of people served based on age who may have limited and no access to computers, e-mail and the internet.
- 3) The Latin American and Caribbean Center at Florida International University is committed to providing access to training and programming that impacts students, teachers and senior citizens from underserved schools and communities regardless of race, color or national origin. FIU's partnership with the Miami International Film Festival provides annual outreach screening opportunities to K-12 teachers and students from underserved school districts with high percentages of African-American and/or foreign-born populations, and its Seeds for Change program with Fairchild Tropical Botanic Garden serves K-12 schools and senior citizen centers with high percentages of Haitian, African-American and/or foreign-born individuals. The Latin American and Caribbean Center at Florida International University is also committed to collaborating with Historically Black Colleges and Universities (HBCU) to provide HBCU students admission into FIU's Haitian Summer Institute and joint-programming with Florida Memorial University.
- 4) The Latin American and Caribbean Center at Florida International University supports access to all genders through professional partnerships with private and governmental gender advocacy organizations as part of its programming on gender-based violence. J-Flag (Jamaica Forum of Lesbians, All-Sexuals and Gays) contributions to the Digital Library of the Caribbean, which features free and open access.

- 5) The Latin American and Caribbean Center at Florida International University ensures access to programs for those with physical disabilities by hosting programs in facilities that meet ADA requirements. Additionally, both universities provide special support upon request for those guests to campus that have special needs; such accommodations may include, but are not limited to campus-wide customized transportation and campus guides and escorts.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017
--

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input checked="" type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

National Resource Centers (NRC) Program Foreign Language and Area Studies Fellowships (FLAS) Program

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs

Building on the accumulated experience of cross-disciplinary collaboration between schools, departments and centers within FIU and its K-12, post-secondary and community partners, the Latin American and Caribbean Center (LACC) at Florida International University (FIU) will develop coordinated programming, outreach and training activities over the next 4 years focusing on the following separate but overlapping priority areas: Governance, Violence and Security, Migration and Transient Communities, STEAM (Science, Technology, Engineering, Arts, and Math) and Education, and Cultural Industries. These themes are inherently interdisciplinary bringing diverse disciplinary perspectives to bear.

Latin American and Caribbean participation in LACC activities is substantial. Latin American scholars, government officials, diplomats, journalists and civil society activists routinely constitute a third or half of participants in LACC annual conferences, Journalists and Editors workshops, and lectures series. This gives Latin American area studies students first hand access to Latin American perspectives and how they are articulated by the region's government officials, public intellectuals,

cultural icons and academics. Through its linkages with institutions and organizations in Washington and Latin America and the Caribbean, LACC helps shape national and regional policy debates.

FIU has strong diversity and nondiscrimination programs supported by offices for minority and first-generation students as well as students with disabilities. With six urban campuses enrolling 52,000 students, FIU is the 7th largest public and largest minority-serving university in the US. Classified as a Title V Hispanic-serving institution by the U.S. Department of Education, FIU students reflect the diversity of the Miami population. Approximately 85% of FIU students are minorities (61% Hispanic, 13% African-American, 11% other). 72% of FIU 2012-13 degrees were awarded to minorities and 24% of FIU students are 1st Generation college students.

FIU leads the nation's 4-year colleges in awarding bachelor's and master's degrees to Hispanics. According to the US Department of Education's Integrated Postsecondary Education Data System (IPEDS), FIU is the largest producer of STEM degrees for Hispanic students and ranks near the top for all minority students. FIU also has the second-ranked law school for Hispanics and its College of Business is ranked 8th among undergraduate international business programs and the most diverse business school in the nation by Bloomberg BusinessWeek and graduates 50% minorities. In all disciplines combined, FIU ranks 6th in the nation in master's degrees awarded to minority students. FIU's College of Engineering and Computing is the top producer of Hispanic engineers at all levels from in the continental US, ranks 8th amongst all engineering schools in the nation in BS degrees awarded to African Americans, and is among the top 10% of engineering schools in BS degrees awarded to women. FIU's Applied Research Center is also a leading trainer of minority engineers for the U.S. Department of Energy through its Science and Technology Workforce Development Program.

Thanks to FIU's demographics, ethnic and racial minorities' perspectives are central to LACC activities.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The thousands of undergraduates and graduate students enrolled in FIU courses demonstrate the strength of academic programming at FIU. Locally, the flow of information, people and capital to and from Latin America and the Caribbean creates employer demand for students with knowledge of the region and the appropriate language skills. Beyond South Florida, FIU's degree programs, by training the next generation of scholars and professionals in all fields relating to Latin America, and with particular strength in education, journalism, business and law, serve the national and international communities, which turn to Miami for expertise in this area. LACC encourages government service and supports the production of high-quality candidates for government service through its Insider's Guide to Government Service mentorship program, led by LACC's director, a former senior US government official.

LACC continues to build and commit institutional resources to its educational outreach program, which is arguably one of the nation's largest on Latin America and the Caribbean. The Center has had a measurable impact on the preparation of primary and secondary school educators and has supported the enhancement of Miami Dade County Public School curricula through the development of curricular resources, free and open access to online teaching resources, professional development training seminars, and teacher study abroad opportunities. LACC also demonstrates a strong commitment to providing unique training for students, future educators and professionals, and underserved populations with a particular focus in the areas of science and technology and works closely with FIU Aquarius, the world's only undersea research lab, and with community organizations who are

local and international leaders in the fields of science and technology, including Fairchild Tropical Botanic Gardens.

64% of all LACC MA graduates currently work in a Latin American and Caribbean-related field. 41 have gone into teaching at the elementary, secondary and post-secondary levels; 11 have jobs in US government; and 71 are employed by the for-profit and non-profit private sector and non-governmental organizations (partial total reflecting graduate alumni responding to tracking surveys). Over its 10-year history FIU's International Media Center has trained more than 7,000 journalists of Latin American or Caribbean descent. 50% of Miami Dade County public school teachers received their degree from FIU. Biologists, medical personnel, earth scientists and architects with degrees from FIU are working on dozens of alternative energy, environmental, violence reduction, public health and development projects that affect the Western Hemisphere.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Florida International University

Name of Authorized Representative (Typed): Robert Gutierrez

Title: Director of Pre-Award

Telephone: 305-348-2494

Signature:



E-mail: gutierrr@fiu.edu

Date:

6/25/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).

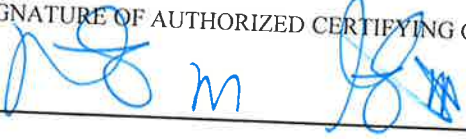
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE Director of Pre-Award
APPLICANT ORGANIZATION Florida International University		DATE SUBMITTED 6/25/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION			
Florida International University			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:	Mr.	* First Name:	Robert
		Middle Name:	
* Last Name:	Gutierrez		Suffix:
* Title:	Director of Pre-Award		
* SIGNATURE:			* DATE:
			6/25/14

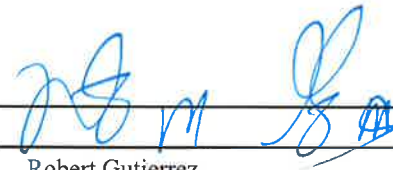
DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> B a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance		2. Status of Federal Action: <input type="checkbox"/> A a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		3. Report Type: <input type="checkbox"/> A a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____	
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Florida International University 11200 SW 8 Street Miami, FL 33199-0001 Congressional District, if known: 4c FL-026			5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:		
6. Federal Department/Agency: U.S. Department of Education			7. Federal Program Name/Description: CFDA Number, if applicable: <u>84.015 A and B</u>		
8. Federal Action Number, if known:			9. Award Amount, if known: \$		
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):			b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature:  Print Name: <u>Robert Gutierrez</u> Title: <u>Director of Pre-Award</u> Telephone No.: <u>305-348-2494</u> Date: <u>6/25/14</u>		
Federal Use Only:				Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	